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Pearson

Higher Nationals in

Social and Community Work

EXAMPLE ASSESSMENT BRIEF

Unit: 1 Law, Policy and Ethical Practice in Health and Social Care

For use with the following qualifications:

Pearson BTEC Level 4 Higher National Certificate and Level 5 Higher National Diploma in Social and Community Work

Brief Number: 1, 2

First teaching from September 2018

Issue 1



Edexcel, BTEC and LCCI qualifications

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EXAMPLE

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Higher National Certificate/Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	1 Law, Policy and Ethical Practice in Health and Social Care
Academic Year	
Unit Tutor	
Assignment Title	Law, Policy and Ethical Practice in Care
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

There are a range of submission formats appropriate to each of the two activities comprising this assessment; these are listed under each specific activity. Your submission will be word-processed, written work with clear indication of: the unit number and title, the relevant task being addressed, your name and registration number.

You are expected to use external sources, and clearly reference these in your work. References should be added to the text (next to the quote or paraphrase), and also placed at the end in a references list, using Harvard Referencing style. You should complete a bibliography to support all evidence. The recommended word count for each written task is 1500 to 2000 words, but you will not be penalised for exceeding this.



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Unit Learning Outcomes

LO1 Explore the legal framework within which health and social care practitioners operate

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario:

This task is about exploring law and policy and then applying it to a social or community care practice setting. You are to prepare a clear and succinct leaflet for inclusion in an induction pack for new social and/or community care practitioners (for example care workers, personal assistants, assistant welfare officers) on how the national government, and the structures within, impact on the work of social and community care practitioners in a specific type of setting. The relationship between ethics in practice and national and local structures of governance within which social and community care practitioners operate must be considered.

Activity:

You are required to produce a leaflet explaining the roles of the legislature, the executive and the judiciary in the national system of government. The leaflet should be word processed and may contain tables, charts and illustrations to emphasise your points. Within the leaflet, you should evaluate the way these elements of the government shape and effect the provision of social and community care services in your location (the country in which you operate). Finally, the leaflet will explain, at an appropriate point, the key features of legislation, statutory guidance, codes of practice, and national and organisational policy. You must provide accurate examples of each of these, related to a broad area of social or community care practice. Your leaflet will provide more specific and evaluative examples (some of which must be drawn from your own experience) of how these operate in terms of ensuring ethical practice, taking into consideration the impact on social or community care practitioners, including accountability. Overall, the leaflet should have flow and continuity, and be suitable for inclusion into an induction pack for new assistant workers. The leaflet should be no more than four sides of A4 paper and can contain a mixture of text and relevant diagrams and illustrations.

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Unit Learning Outcomes

LO2 Describe key legislation, national and organisational policy of fundamental importance to the health, care or support service practitioner

LO3 Interpret the law in relation to key ethical and professional Practice Themes in health and social care

LO4 Apply law and policy in line with regulatory and ethical requirements in a relevant practice setting

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

This submission will take the form of **observation, activity and reflective practice logs and a witness statement/record of observation of your practice in placement.**

This task consists of three parts, requiring you to have access to, and complete an introductory period of work placement in, a suitable social or community care setting.

Part A requires you to shadow a social or community care practitioner of your choice in an appropriate social or community care workplace setting.

Part B requires you to complete a period of induction in an appropriate social or community care workplace setting

Scenario:

This task requires that you analyse and critically review how specific law, policy and standards regarding equality, safeguarding of service users and health and safety shape and guide ethical practice in your workplace setting. You should give practical examples of this in sufficient detail to demonstrate your understanding of law, policy and professional standards in ethical social and community care practice.

Part A

Activity:

To complete this, you are required to identify and agree a period of work-shadowing with a social or community care practitioner in a setting to observe how legislation, policy and standards are regarding equality and safeguarding are implemented in practice, and the challenges practitioners face in carrying out their role ethically and efficiently, whilst ensuring these governing aspects of their practice are adhered to. You are expected to informally discuss your observations with your observee and note their responses.

You will produce an **observation log** which includes notes on the practitioner's application of relevant legislation, policy and professional standards. The observation log will include a record of your discussion with the professional focussed on the challenges faced by practitioners in ensuring legislation, policy and



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professional standards are adhered to when ensuring the fair treatment and safeguarding of service users in their day-to-day tasks.

Part B

Activity:

You are required to engage in a period of placement in a setting. To complete this task, a minimum level of work experience is required and this can be limited to a period of induction in a workplace that provides care or support to individuals.

As part of your experience, you are required to complete **activity logs** which include notes on the integration and influence of national and international human rights law in terms of the practical ways you are expected to ensure the equal and fair treatment of the individuals you are supporting. Your notes should also relate national legislation and social policy to your duties and responsibilities whilst you are providing this support, including your rights as a worker.

You are expected to provide clear and relevant examples of the tasks you have completed during your time on placement, with at least one observation of your practice supported by **witness statement or record of observation** by your supervisor in placement, that demonstrate your implementation of different and relevant legislation with regards to healthy and safe practice.

Part C

Activity:

You will use the logs you have produced in Part A and Part B, to develop a series of reflections on your practice, and that of others. These **reflective practice logs** will include two main aspects:

- A practical analysis of the impact of equality legislation, policy and the notion of equity on the practice of safeguarding individuals in health, care or support services. Consider how you have taken into account the needs of a range of individuals, including those from marginalised communities, using a real case scenario to support your points.
- A critical review of the ways in which specific health, care and support service practitioners working in your setting can ensure currency and compliance with relevant legislation and national policy through ethical practice. The real case scenario should be used to develop your argument.

In your submissions, you must remember the need for absolute confidentiality. This means you need to change the details of the location, the name of the setting, as well as all details relating to service users, practitioners and other staff.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Explore the legal framework within which health and social care practitioners operate		D1 Evaluate own national system of government in relation to its effect on health, care and support service practice and practitioners
<p>P1 Describe how the legislature, the executive and the judiciary set the legal and policy landscape for health and social care practitioners</p> <p>P2 Summarise key features of legislation, statutory guidance, codes of practice and national, and organisational, policy</p>	<p>M1 Explain in detail how ethical considerations have informed the legal and policy landscape in own nation with respect to the work of health, care or support service practitioners.</p>	
LO2 Describe key legislation, national and organisational policy of fundamental importance to the health, care or support service practitioner		D2 Analyse the impact of equality legislation, policy and the notion of equity on the practice of safeguarding individuals in health, care or support services
<p>P3 Describe the relationship between key legislation and national policy, of direct relevance to health and social care practice</p> <p>P4 Compare national and organisational policy against national professional standards in terms of their impact on health and social care practice</p>	<p>M2 Reflect on ways in which specific tasks in health, care or support service practice meet national professional standards of safe and non-discriminatory practice</p>	
LO3 Interpret the law in relation to key ethical and professional Practice Themes in health and social care		LO3 and LO4 D3 Critically review ways in which health, care and support
<p>P5 Explain how specific national and international human rights law influence and inform the equal and fair treatment of</p>	<p>M3 Analyse recent health and social care legislation or national policy in relation to its importance in informing rights</p>	



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<p>others in health, care and support services</p> <p>P6 Implement different and relevant legislation and policy in regard to safe and healthy conduct in own practice</p>	<p>and responsibilities of health, care or support service practitioners</p>	<p>service practitioners can ensure currency and compliance with relevant legislation and national policy through ethical practice</p>
<p>LO4 Apply law and policy in line with regulatory and ethical requirements in a relevant practice setting</p>		
<p>P7 Describe the relationship between law, policy and ethical requirements in relation to a real case scenario in a health or care setting</p> <p>P8 Explain the impact of relevant law and policy on the outcome of a real case scenario</p>	<p>M4 Explain in detail how chosen law, policy and ethical considerations might result in difference outcomes to the case scenario</p>	

EXAMPLE



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EXAMPLE ASSESSMENT BRIEF

Unit: 2 Demonstrating Professional Principles and Values in Health and Social Care Practice

For use with the following qualifications:

Pearson BTEC Level 4 Higher National Certificate and Level 5 Higher National Diploma in Social and Community Work

Brief Number:

1

First teaching from September 2018

Issue 1



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Higher National Certificate/Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	2 Demonstrating Professional Principles and Values in Health and Social Care Practice
Academic Year	
Unit Tutor	
Assignment Title	Becoming a professional and reflective practitioner
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Submission for this assessment will take the form of an electronic presentation to an audience. You are encouraged to use images, graphics, charts and other material to support your work in the presentation. A hard-copy of the presentation (as a PDF document) will be submitted, along with accompanying notes to support.

You are encouraged to use images, graphics, charts and other material to support your work. Any material that is derived from other sources must be suitably referenced using a standard form of citation. Provide a bibliography using the Harvard referencing system.

The recommended length of this presentation is 1500 words, though you will not be penalised for exceeding this.



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Unit Learning Outcomes

LO1 Explain the role of reflection in health and social care practice

Assignment Brief and Guidance

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Scenario:

You have recently completed training on the importance of reflecting on practice to help support progression through career pathways. Your manager was particularly interested in the way that you have used a six theme framework to underpin and guide your reflections and is keen to encourage other staff members to develop themselves. He wants you to share your experiences with the team to encourage them to use reflection in their everyday practice.

You have been asked to develop a presentation to staff about the value of reflective practice and how it supports development of career and personal progression. Your manager wants you to provide information on the methods staff can use to reflect on practice and the way the six themes can be used to guide your reflections.

Activity:

Your response should be in the form of a presentation on what reflection means to you, and how it can help social and community care/work practitioners develop their practice. This should evaluate your own decisions regarding adopting reflective approaches in your practice. Your evaluation should include a discussion on the role of reflection in social and community care/work practice and the different models that can be used in personal and professional development.

You should provide a discussion on the six themes and how these could be applied across different areas of your own practice and other areas of social and community care/work practice. You should also detail any links to other quality performance measures applicable to your own social and community care/work practice or workplace setting.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Explain the role of reflection in health and social care practice		D1 Evaluate how own reflections can impact on personal and professional development and that of individuals using health, care or support services
P1 Explain the purposes of reflection in health and social care practice P2 Describe models and tools used for reflection in health and social care practice	M1 Review the ways that reflective practice is applied in health, care or support service environments	

EXAMPLE



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EXAMPLE ASSESSMENT BRIEF

Unit: 2 Demonstrating Professional Principles and Values in Health
and Social Care Practice

For use with the following qualifications:

Pearson BTEC Level 4 Higher National Certificate and Level 5 Higher National Diploma in
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Brief Number: 2

First teaching from September 2018

Issue 1



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Higher National Certificate/Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	2 Demonstrating Professional Principles and Values in Health and Social Care Practice
Academic Year	
Unit Tutor	
Assignment Title	The professional reflective practitioner
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Submission for this assessment will take the form of a portfolio of practical learning, assessment and development (PLAD) completed throughout your learning for the Level 4 component of your qualification.

The PLAD should be presented as a PDF file, showing development in practical work and learning on placement (which may include scanned or photographed physical work). Links to any separate video files should be included within the PDF. When presenting examples of physical work, attention should be made to using appropriate lighting, shooting angles and general views to present the qualities of the work clearly. Your PLAD will consist of a number of forms and records, listed in the Assignment Brief and Guidance section below.



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Unit Learning Outcomes

LO2 Use the Practice Themes as a framework for reflection

LO3 Demonstrate active, ongoing, critical reflection of learning experiences

LO4 Assess the overall success of own reflective journey and consider future career pathway

Assignment Brief and Guidance

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Scenario:

You are expected to have completed a minimum of 225 hours of workplace experience, in at least one setting that provides care and support to different individuals. The minimum requirement of hours in any one setting is 75 hours. Additional and specific guidance for completion of the PLAD is provided separately by your tutor, and includes template materials for your completion of your PLAD. The ownership of the PLAD is yours alone.

Activity:

For this assessment you are required to develop a Practical Learning, Assessment and Development Portfolio (PLAD) which contains evidence of your practice, development, and reflections in learning through work over the course of the Level 4 element of this qualification. Your portfolio should include reflections that reflect the six themes and other quality performance measures and should also combine reflections from other units taken as part of this qualification.

Your PLAD will contain *at a minimum*:

- A record of your induction to placement
- A record of your hours on placement
- Records of your observations of others' professional practice
- Records of others' observations and assessment of your practice, including assessment records and witness statements, placement supervisor and tutor-assessor reports, and can include records of professional discussions
- Examples of recording documentation completed on placement, including health and safety forms, annotated with how data recording and storage requirement were met *by you* for the records concerned
- Activity logs
- Individualised personal care plans developed by you
- Annotated care/care and support plans from your workplace setting evidencing how you



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- have supported the aspects of the plans through your work in placement
- Evidence of continuing professional development undertaken whilst on placement (e.g. Certificates of Training received on placement)
- Tracking records of evidence of your practice aligned with the Practice Themes of the qualification, and demonstrating your learning through other experience and in other units. This can take the form of cross-referencing of other evidence of practice submitted in your learning for other units, providing they meet the requirements for practice-based criteria in this unit
- Reflective Practice Logs. These logs can include evidence of reflection in logs as submitted in your learning for other units, providing the evidence meets the reflective criteria for this Unit.

All requirements noted above, can include evidence gathered through your learning in other units, providing they meet the assessment criteria for this unit. The evidence in your portfolio can be cross-referenced against your achievement in other units. Any evidence submitted for other units that contribute to your evidence for your PLAD should be collated in your PLAD. For example, if you complete a risk assessment and submit this for evidence in Unit 1, you should insert the assessed risk assessment in your PLAD in an 'evidence' section of your PLAD and reference this in your tracking record at the front of your PLAD.

- A record of your personal development planning, to include a SWOT analysis of your current knowledge, behaviour and skills against the requirements for your chosen career, a Personal Development Plan (PDP), an assessment of the effectiveness of your PDP in supporting the development of your practice skills, Progress Reviews by your Tutor-Assessor and a final summative evaluation of your own holistic professional development and learning through practice.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO2 Use the Practice Themes as a framework for reflection		D2 Assess the effectiveness of the plan in supporting the development of own reflective practice skills
<p>P3 Explain how the Practice Themes can be used to underpin reflection in learning and practice</p> <p>P4 Illustrate in detail the links between the Practice Themes and other performance indicators</p>	<p>M2 Produce a plan for reflecting on own learning and development using the Practice Themes and other quality assurance indicators</p>	
LO3 Demonstrate active, ongoing, critical reflection of learning experiences		D3 Evaluate own holistic professional learning and development through practice
<p>P5 Explain methods used to gain evidence of effective reflective practice in own area of work practice</p> <p>P6 Produce a portfolio of evidence using the Practice Themes as a framework</p>	<p>M3 Analyse own performance and learning using the framework of Practice Themes and other quality performance measures</p>	
LO4 Assess the overall success of own reflective journey and consider future career pathway		D3 Evaluate own holistic professional learning and development through practice
<p>P7 Review evidence gathered in own portfolio in regard to its contribution to own personal and professional development</p> <p>P8 Produce targets for the development of own professional career pathway</p>	<p>M4 Assess own personal learning and development in terms of its contribution to own journey towards a future career pathway</p>	



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Higher Nationals in

Social and Community Work

EXAMPLE ASSESSMENT BRIEF

Unit: 3 Mental Health and Wellbeing: A Whole Person Approach

For use with the Higher National Certificate and Higher National Diploma in Social and Community Work

Brief Number: 2

First teaching from September 2018

Issue 1



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Higher National Certificate/Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	3 Mental Health and Wellbeing: A Whole Person Approach
Academic Year	
Unit Tutor	
Assignment Title	Promoting Mental Health and Emotional Wellbeing
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Submissions should be in the form of a set of electronic campaign materials using appropriate software. The resources should include a blog for a social media website used by the general public, a leaflet and a report in the form of a magazine/newspaper article that can be used on websites for social and community work professionals.

The magazine/newspaper article should also include case studies to support the points discussed. Use of real-life case studies should be agreed upon by the mentor and the service users. Total confidentiality must be maintained throughout with no identifying information, including names of service users, groups or professionals included. Location and identifying features of service providers should be avoided. The article should also include appropriate images, diagrams and statistics.

The leaflet and blog should include accompanying notes and sources used. The leaflet should include appropriate statistics, images and diagrams to support the points being made.

The materials should be submitted using double spacing and either Times New Roman or Arial font, size 11. You should use subheadings as appropriate, and language should be appropriate to the material being produced. The recommended word length for the materials is 2,000 to 2,500 words. A full reference list of all sources used must be provided.



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Unit Learning Outcomes

LO2 Explain the value of early intervention in promoting positive mental health

LO3 Assess strategies to promote mental wellbeing in individuals and communities

Assignment Brief and Guidance

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Scenario

You are working for a local community-based organisation that supports individuals not in education, employment or training, usually as a result of ill health. Two of the priorities of the organisation are to reduce the incidence of reported ill health and to increase the percentage of members of the community remaining in education, employment or training for at least one year. Much of the focus of the organisation to date in terms of health promotion and prevention has been on diet and exercise. However, the organisation has found that the rates of reported physical illness, including stress-related illness, have remained stable, and the rate of unemployment has increased. It is clear that people that use the service are finding it difficult to achieve a healthy lifestyle and economic stability, despite the support provided to date.

The organisation has conducted research that has found that much of the challenge is intergenerational with members of the same family presenting with similar complaints. The organisation has found that the majority of the challenges are stress related, and individuals feel they are not in control of their lives. They have launched a new campaign, aiming to promote mental health and wellbeing using a variety of strategies, including education, promotional materials and social media.

Activity

Produce a packet of resources that can be used by social care and community workers to support their health promotion and prevention work. A minimum of three different types of materials should be included: a blog, a newspaper/magazine article and a leaflet.

A. In the magazine/newspaper article:

- Review the impact of early childhood experiences on mental health and wellbeing, and evaluate the benefits of early intervention to promote positive mental health.
- Identify the early warning signs of mental distress, discuss actions that social care or community workers can take to support individuals, and discuss strategies that can be used to build resilience.

B. Your leaflet should educate individuals about stress and healthy methods to help cope with stress.



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In the blog:

- Critically review the potential benefits and limitations of the use of different approaches to promoting mental health and wellbeing, using examples from own practice.
- Critically review either a local or national strategy that aims to promote mental wellbeing in a specific group within the population.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO2 Discuss the value of early intervention in promoting positive mental health		D2 Critically appraise a local or national strategy to promote the mental health and resilience of a specific group within the population.
P3 Review the significance of early experiences in childhood for mental health. P4 Suggest actions that could be taken by the social or community worker in addressing the early warning signs of mental stress in individuals.	M2 Analyse the potential impact of early intervention on individuals' mental health and wellbeing.	
LO3 Assess strategies to promote mental wellbeing in individuals and communities		
P5 Propose interventions that can be used to promote healthy methods to cope with stress for different individuals. P6 Review strategies that can be used to build resilience in individuals.	M3 Critically review the potential benefits and limitations of the use of different and current approaches to mental health and wellbeing, using examples from own practice.	



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Higher Nationals in

Social and Community Work

EXAMPLE ASSESSMENT BRIEF

Unit: 5 Organisational Contexts of Social and Community Work

For use with the Higher National Certificate and Higher National Diploma in Social and Community Work

Brief Number: 1,2

First teaching from September 2018

Issue 1



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Higher National Certificate/Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	5 Organisational Contexts of Social and Community Work
Academic Year	
Unit Tutor	
Assignment Title	Partnership Approaches in Promoting Person-Centred Social and Community Work
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

The submission of Task 1 will be in the form of an electronic presentation. The presentation should be developed using appropriate software. It will need to be detailed and reflective in nature. You should provide detailed accompanying notes alongside the presentation slides, which should include appropriate sources of reference using the Harvard citation style. You are expected to use relevant images, videos, charts and/or graphs to add interest and validity to the points being made.

The presentation should use a minimum font size of 22 and should be no longer than ten minutes in length.

Ensure that copies of slides, information and support notes are submitted along with a bibliography. Include an audio recording of the presentation as evidence.

This submission of Task 2 will take the form of a report. The report should be detailed, structured and suitably presented. Please use relevant subheadings. Referencing of varied sources should be evident throughout with a detailed bibliography using the Harvard citation style. References should be current and relevant. The recommended word limit is 1,000 to 1,500 words, although you will not



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be penalised for exceeding the total word limit.

The use of the case study should be agreed upon by your mentor/supervisor and the service users. Total confidentiality must be maintained throughout, with no identifying information; names of service users, groups and professionals should be omitted. Naming the location and identifying features of service providers should also be avoided.

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Unit Learning Outcomes

LO1 Define the contexts underpinning the organisation of social and community work

LO2 Explore the effects of external drivers and policy reform on social and community care provision

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario

You are new to your role in social or community work, and the organisation you work for is in the process of reviewing their service to respond to recent changes in governance and policy. It's causing some anxiety in your team, and your mentor has suggested that it would be useful for you to support the team through producing a presentation that helps the team understand why and what change is needed to make your service more effective, to be presented as part of a scheduled team development day.

Activity

Task 1: Produce a presentation using appropriate software that makes recommendations for how your service can respond effectively to recent changes in governance and policy through effective change management.

The presentation will also need to provide a context for why change is needed by reviewing local social and community work provision and evaluating how effectively your organisation works in partnership with other services in your area to support targeted marginalised or excluded groups.

Your evaluation will include explanation of sociological perspectives of social and community work and discussion of how an identified socially excluded or marginalised group is supported through the organisation.

Your recommendations will be supported through an analysis of models of change management and the selection of appropriate change management strategies, based on your analysis of the effects of external drivers and policy reform on the services provided in your organisation.

The information in your presentation must be correct and factual and apply to the setting/work area. Produce accompanying notes for the presentation, as well as an audio recording of the presentation within agreed upon time limits.

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Unit Learning Outcomes

LO3 Review the role of the care worker in developing partnership approaches to social and community work

LO4 Examine the ways that an organisation providing social or community services meets the needs of the individual service user

Assignment Brief and Guidance

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Scenario

Within your own role, you work in partnership with other agencies and professionals in meeting the needs of the individuals you support. Develop a case study to evaluate the organisation's role in partnership working to meet the needs of the individual.

Activity

Task 2: Produce a case study of work that you are involved in within the organisation/setting.

Identify an individual or group that you work with, and produce a report that evaluates the way the organisation develops partnerships within local communities to meet the needs of the individual or group identified. If a group is used, your evaluation must clearly include the impact on the individuals within the group, not just the group as a whole.

Within the report, develop analysis of the barriers to establishing effective partnerships, and assess the challenges of implementing person-centred approaches in the work you do with the individual or group.

Your report should explain your role in working in partnerships and how social and community work supports person-centred approaches. This will include a discussion of your role in relation to the roles and responsibilities of professionals who are involved in partnership working with the individual or group identified in the case study.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Define the contexts underpinning the organisation of social and community work		D1 Evaluate the effectiveness of local approaches in social and community work services in supporting specific socially excluded or marginalised groups.
<p>P1 Describe different sociological perspectives of social and community work.</p> <p>P2 Explain how social and community work services support a specific socially excluded or marginalised group in own locale.</p>	M1 Assess how the social and community work services work together to support a specific socially excluded or marginalised group in own locale.	
LO2 Explore the effects of external drivers and policy reform on social and community care service provision		D2 Make reasoned recommendations for how the local social or community care service can respond to external drivers and policy reform through effective change management strategies.
P3 Describe the effects of external drivers and policy reform on social and community care service provision in own locale.	M2 Analyse the effects of external drivers and policy reform on a social or community care service in own locale.	
LO3 Review the role of the care worker in developing partnership approaches to social and community work		LO3 and LO4 D3 Evaluate own organisation's role in developing partnerships within local communities to meet the needs of the individual and their outcomes.
<p>P4 Compare the roles and responsibilities of professionals involved in enabling partnership approaches in social and community work.</p> <p>P5 Explain how own role within an organisation that provide social and community care</p>	M3 Analyse the barriers to developing effective partnerships within social and community work.	



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services supports a partnership approach.		
LO4 Examine the ways that the organisation providing social or community services meets the needs of the individual service user		
P6 Explain how an organisation providing social or community services supports person-centred approaches to care.	M4 Assess the challenges in implementing person-centred approaches to support in social and community work.	

EXAMPLE



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Higher Nationals in
Social and Community Work

EXAMPLE ASSESSMENT BRIEF

Unit: 6 Social Policy and Administration

For use with the Higher National Certificate and
Higher National Diploma in Social and Community Work

Brief Number: 1

First teaching from September 2018

Issue 1

EXAMPLE



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Higher National Certificate/Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	6 Social Policy and Administration
Academic Year	
Unit Tutor	
Assignment Title	Local and global contexts of social policy and service delivery
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Submission will consist of two reports.

Task 1 will consist of a formal report that evaluates the global context of social policy. This will draw on the theoretical, political, economic and ideological frameworks that have underpinned social policy and how they have shaped the delivery of services.

Task 2 will consist of a formal report that analyses the wider social and cultural factors that impact social policy, including the involvement of the service user and how this has influenced delivery. You will be required to reflect on your own practice and provide examples that illustrate how social and cultural factors and the service user have influenced service delivery.

Reports should be submitted as word-processed documents. You may use headings, titles and captions as appropriate. You can also include images, drawings and other visual material to support your work. A reference list or bibliography formatted in the Harvard citation style should be included. The recommended word limit for each task is 1,500 to 2,000 words; however, you will not be penalised for exceeding the total word count.



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Unit Learning Outcomes

LO1 Appreciate the current context of social policy and administration both nationally and on a global scale

LO2 Describe how influences on social policy impact social or community service organisation and delivery

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario

Whether you live in the United Kingdom, Europe or further abroad, one area of discussion that has come to dominate political discussion, elections and even media reporting is the delivery, organisation and, more importantly, the funding of public services. With a rising ageing population, increasing numbers of people presenting with disability and dysfunction and a squeeze on public funding, the work undertaken by social and community workers has become more difficult and stressful. This task will require you to reflect on your own work and practice and apply it in the context of how social policy has changed and developed over time.

Activity

Task 1: Prepare a formal written report that evaluates the global context of social policy. This will draw on the theoretical, political, economic and ideological frameworks that have underpinned social policy and how they have shaped the delivery of services. Your report should evaluate how social policy and the delivery of service have evolved over time. It should highlight key milestones or changes in ideology and should compare and contrast delivery between countries. You may reflect on your own practice to illustrate how provision has been affected.

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Unit Learning Outcomes

LO3 Assess the wider structural and cultural issues that affect social policy and administration globally

LO4 Explain the importance of service user involvement in the social policy process

Assignment Brief and Guidance

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Scenario

We live in an increasingly diverse society that has created complex structural and relationship issues that affect the welfare of individuals. The culture of each country has been enriched by the ability of people to move freely, giving countries a multi-nationality identity. Whilst this should be celebrated, it has created barriers and access issues for some in society requiring support and services. Consequently, service-user advocacy has become increasingly important in enabling service users and their carers to have a voice in how services should be provided.

Activity

Task 2: Prepare a formal report that evaluates the wider structural and cultural factors that impact on social policy including the involvement of the service user and how this has influenced delivery. You will be required to reflect on your own practice and provide examples that illustrates how structural and cultural factors, including those particular to the service user, have influenced service delivery. Your report should analyse how wider social and cultural issues may impact service user involvement and how this has influenced delivery. You may reflect on your own practice to illustrate how provision has been affected.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Explore the current context of social policy and administration both nationally and on a global scale		LO1 and LO2 D1 Evaluate the ideological context of social policy and the impact on current service organisation and delivery in different nations.
P1 Summarise the current context of social policy in own home nation. P2 Describe the influences on social policy over time on a global scale.	M1 Analyse the influences on global social policy in terms of their impact on social policy in different world regions.	
LO2 Describe how influences on social policy impact social or community service organisation and delivery.		
P3 Detail the role of government in social or community service organisation and delivery. P4 Describe how different influences impact on social policy and community service organisation and delivery in own national region.	M2 Compare and contrast how social or community care services are funded in different countries and the impact on the type of services offered.	
LO3 Assess the wider structural and cultural issues that affect social policy and administration globally		LO3 and LO4 D2 Evaluate the impact of structural and cultural factors on service user involvement in the development of effective social policy and service delivery in own area of work.
P5 Identify the main structural and cultural issues affecting social policy. P6 Explain the impact of structural and cultural issues on social policy and administration.	M3 Assess structural and cultural issues affecting the delivery of services within own area of work.	



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LO4 Explain the importance of service user involvement in the social policy process	
P7 Describe the importance of service user involvement in the development of social policy.	M4 Analyse the importance of service user involvement for both the provider and user.
P8 Explain the different approaches to service user involvement in service delivery.	

EXAMPLE



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Higher Nationals in

Social and Community Care

EXAMPLE ASSESSMENT BRIEF

Unit: 7 Contemporary Social Issues

For use with the Higher National Certificate and
Higher National Diploma in Social and Community Care

Brief Number: 1,2

First teaching from September 2018

Issue 1

EXAMPLE



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Higher National Certificate/Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	Unit 7: Contemporary Social Issues
Academic Year	
Unit Tutor	
Assignment Title	Making a Difference: reducing inequality through social and community work
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

The first task should take the form of a formal report for a grant submission that places inequalities such as poverty and vulnerability into context, drawing on theoretical frameworks that underpin and explain sociological approaches used in social and community work practice.

Submission for the second task is in the form of a presentation based on a small-scale piece of research that promotes or challenges a contemporary social issue. The research will provide a rationale for raising the issue; the impact on individuals, service provision and your own practice; identification of the ways change/development can be effected and subsequent impact on policy and practice.

Your work should be referenced and include a reference list or bibliography formatted in the Harvard citation style. The recommended word limit for each task is 1,500 to 2,000 words, including speaker notes (for the electronic presentation), although you will not be penalised for exceeding the total word count.



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Unit Learning Outcomes

LO1 Describe the historical context for contemporary social issues in social and community work practice

LO2 Explore contemporary social issues in social and community work practice

LO3 Review a social issue in relation to own area of practice

LO4 Examine own role in challenging or advocating a contemporary social issue

Assignment Brief and Guidance

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Scenario

You are working as a community support worker in a local community-based organisation. Your organisation works to address the different social issues that affect the community in ways that empower members of the community and that will build community cohesion and result in minimising the disadvantage or inequality experienced by some. You are aware that funding is limited to your organisation, which mainly relies on donations and grants and the work of volunteers to provide support to members of the community.

Your manager has tasked you with presenting a report to a local government board as part of your organisation's application for a grant. Your report will need to focus on how your organisation can make a meaningful difference through addressing issues of concern in the community. As part of this report, you are expected to make justified recommendations regarding a specific contemporary issue affecting your local community that you think your organisation should focus on through a short-term project.

If the board approves your recommendation, your organisation will work with other local organisations to implement the project. The grant includes provision for two roles: a project coordinator and a community engagement lead. You are interested in applying for one of these roles, if your proposal is successful.

Activity 1

Task 1: Produce an evaluative report on how contemporary social issues have influenced and changed the needs of your local community over a period of time, and the role of social and community workers and organisations in responding to these needs.

Your report should contextualise current social issues through an examination of the key historical



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milestones that have contributed to understanding. There should be a discussion of how inquiries and legislation have influenced policy reform over a range of social issues within community work practice.

Scenario

The board has accepted your proposal and approved the grant. You are very pleased at this outcome and now need to demonstrate to the regional manager that you would be the best candidate to take the project forward, either as its project coordinator or as the community engagement lead.

You will need to demonstrate how you will take the project forward, reduce inequalities experienced by individuals in the community and enable the organisation to improve their service provision in a presentation to the regional manager and your direct manager.

Activity 2

Task 2: Present research that promotes/challenges a contemporary social issue in your own area of practice (related to a Practice Theme) and provides practical ways in which your organisation can use the grant provided to run a community-led project, which will make a meaningful and sustainable difference to the lives of individuals in your community. Your presentation will include a reflection on what you will bring to the role for which you are applying to achieve the aim of improving the service, and contributing to reducing social inequality.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Describe the historical context for contemporary social issues in social and community work practice		LO1 and LO2 D1 Evaluate the impact of contemporary social issues on current social or community work practice.
P1 Review the historical milestones that have contributed to current understanding of contemporary social issues. P2 Describe how different inquiries and legislation have addressed current contemporary social issues	M1 Analyse the impact of the historical antecedents on current social or community work policy.	
LO2 Explore contemporary social issues in social and community care work practice		
P3 Outline ways in which contemporary social issues have influenced policy and reform on a macro level. P4 Discuss a range of social issues that have impacted on areas of social and community work on a micro level.	M2 Discuss how macro level policy reforms have impacted on current social and community work practice on a micro level.	
LO3 Review a social issue in relation to own area of practice		LO3 and LO4 D2 Reflect on how tackling contemporary social issues in practice can improve social and community service provision
P5 Summarise a contemporary social issue relating to own area of practice using one Practice Theme P6 Relate the issue identified to	M3 Assess the impact of a contemporary social issue on different aspects of social or community service provision.	



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its potential impact on social or community service provision and the experience of service users.		and reduce social inequality.
LO4 Examine own role in challenging or advocating a contemporary social issue		
P7 Define the relationship between a contemporary social issue and own professional development. P8 Explain different strategies that can be applied in own work towards addressing a contemporary social issue.	M4 Discuss how own challenge or promotion of a contemporary social issue impacts on the development of service provision and service user experience in own area of practice.	

EXAMPLE



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Higher Nationals in
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EXAMPLE ASSESSMENT BRIEF

Unit: 8 Community Development Principles and Practice

For use with the Higher National Certificate and
Higher National Diploma in Social and Community Work

Brief Number: 1

First teaching from September 2018

Issue 1



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Higher National Certificate/Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	8 Community Development Principles and Practice
Academic Year	
Unit Tutor	
Assignment Title	Championing a community development initiative
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

The submission for this unit will take two forms: a project proposal and a professional discussion.

Submission for the first assessment activity will take the form of a project proposal for a specified community development initiative defined by you and a partner. The proposal will take into consideration community development values and how effectively the initiative enables sustainable change and promotes learning opportunities through utilising the knowledge and skills base of members of the community.

You will be allocated a partner to work with to develop this project proposal. Though you are working with a partner to develop your ideas, your proposal will be an individual submission.

Your work should be referenced using the Harvard citation style. Please also provide a reference list or bibliography formatted in the Harvard citation style. The recommended word limit for is 2,000 to 2,500 words, although you will not be penalised for exceeding the total word count.

Submission for the second activity is a record of a professional discussion in which you will review and reflect on the effectiveness of your role in supporting a community development initiative and enabling successful outcomes for the community and other stakeholders. This activity requires you to have taken part in a community development initiative in your work role.



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Unit Learning Outcomes

LO1 Describe the characteristics of community development

LO2 Explore approaches to effecting social change through community development

LO3 Describe the processes involved in effective community development

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario

As part of your role as a community development worker, you have been asked to work on a team that will lead a community development initiative. In order to do this, you will need to work with an identified team member to produce a project proposal for a community development initiative of your choice that meets the needs of a specific local community and demonstrates your understanding of the community you will be working with and their needs.

Activity

Working with an allocated partner, develop a proposal for a project to engage a community in a specific initiative. Your proposal will discuss the purpose of community development and how it can support practice and provision, with an exploration of the needs of a specified community. Your report should also include a discussion using examples of the key values of community development. Your proposal will include consideration of the main differences between social action and social planning, providing examples to illustrate. Your report should also include the way that social change can be created through community learning and how this benefits effective social change.

Your proposal will be informed by the needs of the community you have identified for the initiative and will clarify how you have engaged the community to develop the ideas in your proposal. You will include evidence from both primary and secondary sources of information.

Your initiative should demonstrate use of theory of change models using a top-down approach that considers the possible and desired outcomes and how they can be achieved. It should include the individuals involved in the initiative and the steps you would need to take to bring the initiative to fruition. You should consider the roles and responsibilities in meeting standards underpinning work practice, contingencies you would need to consider and how to mitigate these.

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Unit Learning Outcomes

LO4 Participate in a community development initiative

Assignment Brief and Guidance

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Scenario

Having completed your proposal, your manager has reviewed your work and is satisfied that you have the skills to drive the project forward. Your manager is going to interview you to discuss your work on other community development initiatives to ensure you have the right experience and skills needed and to consider your future role in community development.

Activity

Complete a professional discussion, which will include a reflective review of your participation and role in at least one community development initiative. You will discuss the initiative you have participated in, why you selected that specific initiative and how effective you were as part of the team in supporting positive outcomes for the community and other stakeholders.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Describe the characteristics of community development		D1 Evaluate the effectiveness of the initiative in embodying the key values of community development and enabling sustainable change.
<p>P1 Describe different types of community development in relation to their purpose using real-world examples from different types of community</p> <p>P2 Explain how the key values of community development contribute to effective community development practice.</p>	<p>M1 Assess the success of a recent community development initiative in effecting the change it intended to make.</p>	
LO2 Explore approaches to effecting social change through community development		D2 Critically assess how to promote learning opportunities whilst respecting the knowledge of communities.
<p>P3 Outline the main differences between social action and social planning in relation to community development.</p> <p>P4 Explain the benefits of community development for individuals in communities.</p>	<p>M2 Assess how social change is created through community learning.</p>	
LO3 Describe the processes involved in effective community development		LO3 and LO4 D3 Critically reflect on own contribution to a community development initiative in terms of its success in supporting
<p>P5 Detail the process of effecting change through community development, using theory and specific examples to support.</p>	<p>M3 Critique different methods used to understand and engage communities in terms of their effectiveness in realising positive change.</p>	



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<p>P6 Suggest ways in which to promote and support collaborative and cross-sectoral relationships across community development networks.</p>		<p>positive outcomes for the community and other stakeholders.</p>
<p>LO4 Participate in a community development initiative</p>		
<p>P7 Rationalise own decision to provide support to a community development initiative organised by a recognised community-based setting.</p> <p>P8 Actively engage in a community development initiative, supporting planning, implementation and evaluation.</p>	<p>M4 Reflect on the effectiveness of own role in supporting the initiative as aligned with organisational governance within the setting.</p>	

EXAMPLE



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Higher Nationals in

Social and Community Work

EXAMPLE ASSESSMENT BRIEF

Unit: 9: Social Work Principles and Introduction to Practice

For use with the Higher National Certificate and
Higher National Diploma in Social and Community Work

Brief Number: 1

First teaching from September 2018

Issue 1



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Higher National Certificate/Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	9: Social Work Principles and Introduction to Practice
Academic Year	
Unit Tutor	
Assignment Title	The principles and legal context of social work practice
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

The activity should take the form of a presentation and supporting evidence that examines the principles and legal context of social work practice.

The presentation should be submitted using appropriate software. You should include details in the notes section of the presentation or include as a word-processed document. You are encouraged to use images, diagrams and other relevant materials to support your work. The recommended word limit, including notes, is 1,500 to 2,000 words; however, you will not be penalised for exceeding the total word count.

Your work should be referenced in text using the Harvard citation style. Please also provide a reference list/bibliography formatted in the Harvard citation style.



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Unit Learning Outcomes

LO1 Describe the principles of social work

LO2 Explore the legal and policy context of social work practice

Assignment Brief and Guidance

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Scenario

You are applying for a role as a social work assistant and have been asked to prepare a ten-minute presentation as part of your interview.

Activity

Produce and deliver a presentation that demonstrates your knowledge and understanding of the principles of social work and legal and policy context, and how these impact the practice of social workers. Your presentation should reflect on the relevance of legal and policy aspects to the role for which you are applying, leading to an evaluation of their effectiveness in enabling principled, anti-oppressive and ethical practice in social work. Your presentation should use examples from your own experience and observations of professional practice to support your points.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Describe the principles of social work		LO1 and LO2 D1 Evaluate the effectiveness of legislation and policy in enabling principled, anti-oppressive and ethical practice in social work.
P1 Discuss the key features of social work. P2 Explain the relationship between the knowledge base of social work and values and ethics in social work practice.	M1 Analyse the challenges in applying knowledge to practice.	
LO2 Explore the legal and policy context of social work practice		
P3 Detail the relationship between law and social work practice. P4 Assess the importance of understanding the legal and policy context of social work practice.	M2 Analyse the role of regulation in meeting legal and policy requirements for social work practice in own national context.	



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Higher Nationals in

Social and Community Work

EXAMPLE ASSESSMENT BRIEF

Unit: 10 Applied Understanding of Human Development and Behaviour

For use with the Higher National Certificate and
Higher National Diploma in Social and Community Work

Brief Number: 1,2

First teaching from September 2018

Issue 1



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Higher National Certificate/Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	10 Applied Understanding of Human Development and Behaviour
Academic Year	
Unit Tutor	
Assignment Title	You are not alone: helping individuals deal with change
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

There are three submissions in this unit.

Two are written assessments, submitted as materials that can be used in two support sessions. Your third submission will be a recording of your delivery of part of one of the planned sessions. Your recording should be at least 10 minutes in length.

The first support session will be for parents on human development from birth to adolescence and the role of social and community work in supporting children, young people and families.

The second support session will be for older adults who are coping with grief and experiencing significant life changes and who need information about support available to them.

Materials will include plans for the sessions and can include electronic presentations, information leaflets, pamphlets, annotated videos and material for planned activities. All word-processed material should be double spaced in 11 point sans serif font. You should use subheadings as appropriate. The recommended total word length for the suite of materials is 3,000 to 3,500 words. A full reference list of all sources used must be provided.



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Unit Learning Outcomes

LO1 Review how an understanding of theories of human development affects social and community work practice

LO2 Assess how an understanding of the range of influences on development through childhood and adolescence enables effective social or community work practice

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario

The Jones family consists of Edward (69 years, retired), who is father to Sarah (36 years, administrator) and grandparent to Sarah's two children, Shalia (14 years, student) and Jamie (3 years, in nursery).

Edward's wife, Layla, passed away last year at age 64 years, and Edward feels very lonely. He no longer plays as active a role in his grandchildren's lives as he used to, especially as several months ago he flew into a rage and shouted at Jamie, who is now afraid to be alone with his grandfather. Edward wants to keep busy but doesn't know how.

Sarah is a single mother following a divorce two years ago, however both children see their father regularly.

Sarah's pregnancy with Jamie was unplanned, and she did not realise she was pregnant until 18 weeks gestation. She did not adapt her lifestyle (continuing to drink alcohol socially and to smoke cigarettes) until she became aware that she was expecting, causing her to worry about the potential effects on Jamie.

Shalia's school has recently written to Sarah expressing concern about Shalia's performance, suggesting that her behaviour and standard of work have deteriorated, and she has begun to truant. The educational social worker, who is part of the school welfare team, would like meet with Sarah and discuss next steps.

You are a volunteer in the parenting classes Sarah has recently started to attend with other parents who have been referred to social services, and you get on well with her. Sarah has confided in you regarding her concerns about the involvement of the social worker and her feelings of inadequacy. She has let you know that she has been speaking with the other parents in the class, and they would like to understand the purpose of the involvement of social and community workers in their lives. She has given you permission to refer to her experience, as long as it is anonymous.



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Activity

You are to produce a set of materials with reference to the case study for a one-hour training session that gives parents a critical understanding of the factors that influence the development of babies, children and adolescents and how these influences affect their health and wellbeing. Your materials should also include information about what community and social workers do to help support children, adolescents and their families to achieve positive outcomes, based on their understanding of theories of human development.

Remember: at least one of your sessions will need to be enacted in part, and a recording provided as evidence.

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Unit Learning Outcomes

LO3 Describe how social or community workers can take into account the impact of life events in adulthood in providing support to adult service users

LO4 Review the role of social and community services and workers in supporting individuals through significant life events

Assignment Brief and Guidance

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Scenario

Your supervisor observed your training session with the parents and was impressed with the materials and your delivery of the session. You also received positive feedback from the attendees. Your supervisor suggests that you may like to work with other community support workers who are running a series of sessions to help adults in your local area who are coping with grief. You have been tasked with preparing an informal two-hour information, support and advice-giving session specifically for older adults. Sarah's father, Edward, has volunteered to support the session in any way he can.

Activity

Produce a plan and materials for a support session for older adults coping with grief, which provides information on self-help and how to get support across different areas of their lives. Your plan should show how you will involve Edward in the session as an active participant and contributor, and will evaluate how your session will enhance the support provided to adults accessing your service. Your materials should include information or activities on:

- The impact of ageing on the individual
- different life events of significance that typically occur in adult life, and the impact these can have on an individual's health and wellbeing
- coping with loss and grief, including the services available in your organisation to support individuals through these experiences.
- where individuals can get support in the local area, and the role of social and/or community support workers in providing and/or facilitating support

Remember: at least one of your sessions will need to be enacted in part, and a recording provided as evidence.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Review how an understanding of theories of human development affects social and community work practice		D1 Evaluate how theories of human development can enhance social or community work practice with a specific age group.
P1 Describe theories of human development across the lifespan in relation to supporting others. P2 Review the importance of biological and environmental factors on human development.	M1 Reflect on the importance of an understanding of human development for social or community work.	
LO2 Assess how an understanding of the range of influences on development through childhood and adolescence enables effective social or community work practice		D2 Critically discuss how an understanding of the physical and neurological influences on behaviour can impact social or community work with adolescents.
P3 Assess the impact of pre-natal factors on human development. P4 Review a range of life events that affect development through childhood and adolescence.	M2 Analyse the contribution of attachment theory to supporting infants and children through significant life events and into adolescence.	
LO3 Describe how social or community workers can take into account the impact of life events in adulthood in providing support to adult service users		LO3 and LO4 D3 Evaluate how application of theory related to coping with loss and grief can enhance support provided through significant life events for different adults accessing social or community care services.
P5 Describe the impact of different life events on development through adulthood. P6 Review the physical, psychological and social changes associated with the ageing process.	M3 Discuss the relevance of theories related to development in late adulthood to supporting older adults in social or community work.	



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LO4 Review the role of social and community services and workers in supporting individuals through significant life events		
P7 Assess the role of the social or community worker in supporting individuals through significant life events.	M4 Examine the support available for individuals experiencing life events in a specific social or community work service.	
P8 Describe the range of services in own locale that can support individuals experiencing different life events.		

EXAMPLE



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Higher Nationals in

Social and Community Work

EXAMPLE ASSESSMENT BRIEF

Unit: 11 Planning and Supporting Community-led Activities

For use with the Higher National Certificate and
Higher National Diploma in Social and Community Work

Brief Number: 1

First teaching from September 2018

Issue 1



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Higher National Certificate/Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	11 Planning and Supporting Community-led Activities
Academic Year	
Unit Tutor	
Assignment Title	Developing an initiative for a community-led activity
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

This assessment consists of two activities:

Submission for the first activity is in the form of a proposal for a community-led activity, which includes an analysis of ideas for social capital in developing and for funding the community-led activity selected. The proposal should include a detailed plan, which should cover the type of activity, how it will be funded and implemented, its intended goals and the anticipated outcomes for the community. The plan should consider budgetary, human and other resources as well as time and people management.

The final activity will be a presentation of the proposal to an audience to seek support for the community-led activity, including evidence of your experience in supporting community-led activities.

Your work should be referenced using the Harvard citation style. Please also provide a reference list/bibliography formatted in the Harvard citation style.

The recommended word limit for each task is 1,500 to 2,000 words, including speaker notes (for electronic presentations), although you will not be penalised for exceeding the total word count.



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Unit Learning Outcomes

LO1 Discuss the concept of community cohesion and its impact on community work practice

LO2 Describe how different community-led activities can be funded

LO3 Explore steps necessary to develop a strategy to raise funds for a community-led activity

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario

You are working as a volunteer in your local day centre for older residents. You have found that there are not many activities available that encourage the older attendees to interact with other members of the community, and this contributes to some attendees feeling isolated and unwanted. You are interested in understanding the opportunities some groups have to engage in community activities and want to expand these opportunities for your customers. As a result of your interest, your manager has tasked you with organising an activity, led by the older residents, which will help develop the relationships between older residents and other members of the community. You realise that any activity will require additional funding. In your research, you have found frequent references to the idea of 'social capital' and have decided to integrate this into a proposal for an activity to submit to your manager.

Activity

Prepare a proposal for an activity, led by older customers that use your service. You are expected to include primary research to support your proposal and ensure that the voice of older residents in your community informs and directs the planned activity.

The proposal will include theories of social capital and their application to the activity being planned, and in promoting community cohesion. The proposal will also provide information on the different sources of funding available and include the strategy you intend to employ to gain funding for your activity.

The plan for the activity in the proposal will include a rationale; intended outcomes; budgetary requirements and sources of financial, human and other resources. It will detail who will manage and monitor the activity and propose how the outcomes of the activity will be monitored on an ongoing basis to measure sustainability and impact on community cohesion and development.

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Unit Learning Outcomes

LO4 Reflect on performance in driving community-led activities to develop community cohesion

Assignment Brief and Guidance

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Scenario

Your manager is impressed with your proposal and wants you to present your proposal to a local funding committee (which includes members that are older residents of the community), and explain why you are qualified to initiate and support the activity based on your previous experience working in community-based projects.

Activity

You should prepare a detailed presentation for your plan, including your role in its implementation and how you envisage the plan and activity will champion community cohesion and development. You will need to provide evidence in your presentation of how you have supported community-based and community-led activities, including feedback on your performance from members of the community.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Discuss the concept of community cohesion and its impact on community work practice		LO1 and LO2 D1 Evaluate how ideas of social capital are useful in developing and funding community-led activities that promote community cohesion in community work practice.
P1 Explain how ideas of social capital help inform community cohesion in community work practice. P2 Discuss factors affecting social cohesion that have led to emergence of community participation.	M1 Analyse how ideas of social capital can contribute to addressing issues of community cohesion and enable participation.	
LO2 Describe how different community-led activities can be funded		
P3 Explain types of community-led activities that can help develop community cohesion. P4 Describe the sources of funding available for different community-led activities.	M2 Assess the requirements of different sources of funding available for different community-led activities.	
LO3 Explore the steps necessary to develop a strategy to raise funds for a community-led activity		LO3 and LO4 D2 Evaluate own community-led activity plan and its potential impact in championing community cohesion and development.
P5 Discuss how to plan for an appropriate community-led activity in area of provision.	M3 Analyse plans used to develop a community-led activity in area of provision.	
LO4 Reflect on own performance in driving a community-led activity towards developing community cohesion		
P6 Persuasively present a community-led activity to different audiences to gain support.	M4 Analyse own role in developing community-led activity to encourage community cohesion.	



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P7 Describe the impact of community-led activities in social and community work on community cohesion.		
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EXAMPLE



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Higher Nationals in
Social and Community Work

EXAMPLE ASSESSMENT BRIEF

Unit: 12 Inspiring Young People

For use with the Higher National Certificate and
Higher National Diploma in Social and Community Work

Brief Number: 2

First teaching from September 2018

Issue 1

EXAMPLE



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Higher National Certificate/Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	12 Inspiring Young People
Academic Year	
Unit Tutor	
Assignment Title	Methods and strategies to inspire young people
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

The submission for this assessment will take the form of a professional discussion and reflective logs of your own practice.

The professional discussion will be recorded and will examine your knowledge and understanding of methods of inspiring participation in education or employment, and the reflective logs will detail strategies you have used to inspire young people in making positive contributions to community and society.

The reflective logs should be submitted in word-processed format and can include relevant statistics, charts, etc. The recommended word limit and for the reflective logs (including plans) is 1,500 to 2,000 words although you will not be penalised for exceeding the total word count.

Your work should be referenced in text using the Harvard citation style. Please also provide a reference list/bibliography formatted in the Harvard citation style.

Unit Learning Outcomes



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LO3 Examine methods of inspiring participation in education, employment or training

LO4 Apply strategies in own workplace to inspire young people in making positive contributions to community and society

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario

You are working as a classroom or youth work assistant on a part-time, volunteer basis and are being assessed by the organisation to decide if you are suitable for a fixed-term position they are advertising. The assessment requires you to provide evidence that you have made a positive contribution to the lives of the young people you work with and have a working knowledge and professional understanding of inspiring young people to participate in education, employment or training. Your tutor-assessor will also have an informal discussion with one of the young people you have worked with to get their feedback on your work with them to inform their decision, as well as a professional discussion with you regarding your work with a specific (anonymous) young person.

The professional discussion and reflective logs will demonstrate your understanding and provide evidence of your skills in inspiring, or working to inspire, young people's capacities to improve the quality of their own lives and to affect change in their communities.

Activity 1

Take part in a professional discussion with your tutor/assessor regarding methods of inspiring participation in education or employment. As part of this professional discussion, you will provide a series of reflective logs that detail strategies you have used to inspire young people in making positive contributions to community and society. Your reflective logs should also include evidence of your own planning of support for at least one specified (anononymised) young person, and a reflection on the effectiveness of the support you provided using feedback from the young person and your workplace mentor or supervisor.

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Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO3 Examine methods of inspiring participation in education,		



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employment or training		LO3 and LO4 D2 Evaluate the potential long-term benefits of inspiring young people for the young person being supported, the community and wider society.
P5 Produce a case study of a young person that details the reasons why he or she is currently not participating in education, training or employment. P6 Describe the advantages and disadvantages of different methods of inspiring participation in direct relation to the case study produced.	M3 Examine how methods of inspiring and achieving participation can improve the social, economic and emotional health and wellbeing of young people.	
LO4 Apply strategies in your own workplace to inspire young people in making positive contributions to community and society		
P7 Produce a plan of support to enable a young person to improve their social and emotional skills through participation in education, training or employment. P8 Explain ways in which the young person being supported can benefit the community and wider society through participation in education, training or employment.	M4 Assess own capacity to inspire young people, and the short-term benefits for the young person being supported, the community and wider society, using examples from own practice.	



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EXAMPLE ASSESSMENT BRIEF

Unit: 13 Working with Informal Care

For use with the Higher National Certificate and
Higher National Diploma in Social and Community Work

Brief Number: 1

First teaching from September 2018

Issue 1

EXAMPLE



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Higher National Certificate/Diploma in Social and Community Work

Sample Assessment Brief

Student Name/ID Number	
Unit Number and Title	13 Working with Informal Care
Academic Year	
Unit Tutor	
Assignment Title	The local and global context of informal caring
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

There are two assessments for this unit, taking the form of two reports.

Assessment 1: Using a specified case study, assess the current context of informal caring, and evaluate the effectiveness of support strategies in maintaining the health and wellbeing of informal carers.

Assessment 2: Prepare a formal report that explains the ideological, legislative and policy context of informal caring. You will also be required to reflect on your own practice and provide examples that illustrate the effectiveness of systems of support to informal carers.

Each report should be submitted as a word-processed document; however, you may use headings, titles and captions, as appropriate. You can also include images, drawings and other visual material to support your work. A reference list or bibliography should be formatted in the Harvard citation style. The recommended word limit for each task is 1,500 to 2,000 words; however, you will not be penalised for exceeding the total word count.



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Unit Learning Outcomes

LO1 Explore current national and global contexts of informal caring

LO2 Assess the implications of informal caring for the health and wellbeing of the individual providing care

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario

Joe is 85 years of age and has recently been diagnosed with dementia. Joe is a widower but has three children. His daughter Elsie, who is 55 years of age and still working, has agreed to act as his main carer as she lives close to Joe. She visits him twice a day—morning and night. Joe is still quite independent and mobile and can be left safely on his own. Elsie, however, worries that as his condition progresses, she will need additional support to cope with the demands of caring for her father full time.

Activity

Assessment 1: Using the case study above (or a case study from your own practice) and an actual case study of informal care from a different continent, produce a comparative report that critically assesses different social and political contexts of informal caring and proposes solutions to address the health and wellbeing challenges faced by informal carers.

*Please access HN Global for additional resources support and reading for this unit. For further guidance and support on report writing please refer to the Study Skills Unit on HN Global. Link to www.highnationals.com



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Unit Learning Outcomes

LO3 Explain the ideological, legislative and policy context of informal caring

LO4 Assess the effectiveness of support provided to informal carers

Assignment Brief and Guidance

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Scenario

The vast majority of caregivers are informal and the global statistics on informal care are difficult to obtain, but a number of reports estimate the percentage of the global population providing informal care at around 15%, and this number continues to rise. The vast majority of informal care is provided by family and friends. Typically, they provide care for loved ones who are ill, older or disabled. The care they provide will range from basic shopping to intense personal care, such as feeding, bathing and toileting. The amount of time varies from a few hours a week to 24/7. Public health and social care services rely on informal carers' willingness and ability to provide care, without informal care it is likely that these systems would collapse. Globally, the estimated worth of informal care provided is estimated runs into hundreds of billions of US dollars per annum, for those caring for family members with dementia.

Activity

Assessment 2: Prepare a formal report that critically evaluates the effectiveness of support provided to informal carers, taking into account the ideological, legislative and policy context of informal caring, and the public and voluntary sector services available to provide support. You will also be required to reflect on your own practice and provide examples that illustrate the effectiveness of systems of support to informal carers.

Submission should be in the form of an individual report. It should be submitted as a word-processed document; however, you may use headings, titles and captions, as appropriate. You can also include images, drawings and other visual material to support your work. A references section or bibliography should be included and should use the Harvard Referencing system. The recommended word limit for each task is 1,500 to 2,000 words; however, you will not be penalised for exceeding the total word count.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Explore current national and global contexts of informal caring		LO1 and LO2 D1 Propose practical social or community care-based solutions to address the health and wellbeing challenges faced by informal carers in different social and political contexts.
P1 Compare informal caring in different social and political contexts. P2 Discuss roles taken by informal carers and the possible barriers they may experience in fulfilling the role.	M1 Reflect on own work environment, reviewing the range and experiences of informal carers encountered.	
LO2 Assess the implications of informal caring for the health and wellbeing of the individual providing care.		
P3 Explain the implications of informal caring on physical, social and emotional health. P4 Discuss the financial implications of the informal caring role.	M2 Reflect on own approach to supporting informal carers to address the health and wellbeing challenges they may face.	
LO3 Explain the ideological, legislative and policy context of informal caring		LO3 and LO4 D2 Critically evaluate the effectiveness of current statutory support provided to informal carers in relation to the context of informal caring in own nation.
P5 Explain the ideological context of informal caring. P6 Review the legislative and policy context and its effectiveness in supporting informal carers.	M3 Discuss the importance of working with informal carers when planning care services.	
LO4 Assess the effectiveness of support provided to informal carers		
P7 Describe the different sources of support available to informal carers.	M4 Assess the effectiveness of support methods available to informal carers, including the	



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P8 Explain the value of taking into account the individual needs of informal carers in carer assessments when planning care services.	relevance of own role in providing support.	
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EXAMPLE



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EXAMPLE ASSESSMENT BRIEF

Unit: 14 Health, Safety and Risk Management in Social Care Environments

For use with the Higher National Certificate and
Higher National Diploma in Social and Community Work

Assignment Brief Number: 1

First teaching from September 2018

Issue 1



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Higher National Certificate/Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	14 Health, Safety and Risk Management in Social Care Environments
Academic Year	
Unit Tutor	
Assignment Title	Risk management and person-centred care in care environments
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

The submission for Assessment 1 will be in the form of an information booklet. The booklet needs to be suitably developed, detailed and relevant to the workplace. To develop more accessible formats, the use of formatting, pictures and large print may be suitable. The information must be suitably researched, and sources of information must be referenced using the Harvard citation style.

For Assessment 2, develop a detailed and referenced reflective report. The report is a critical review and needs to contain balanced arguments, observations and self-reflection. Include a copy of the risk assessment and, where appropriate, care plan. Ensure that any identifying information is fully redacted to exclude organisational logos, regional identification and names.

You will need to seek permission of the manager as well as the individual on whom you base your case study. Full confidentiality must be maintained throughout.

The report should be referenced and link to research, current practices, standards and expectations. A full bibliography must be included. All content will be supported by underpinning knowledge and application.



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Unit Learning Outcomes

LO1 Explore the aspects of legislation, regulations and codes of practice that support health, safety and risk management in social care environments

Assignment Brief and Guidance

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Scenario

As a senior carer within your own place of work, you need to ensure that staff, visitors and users of the service understand the ways in which health, safety and risk management are supported in accordance with the required legislation, regulations and codes of practice.

Activity

Develop a detailed information booklet that can be adapted to more accessible formats for individuals with different needs.

The booklet needs to explain and evaluate the current legislation and regulations in health and safety and their impact upon the person-centred environment of the workplace. Within the booklet, ensure that you include information to assess the role of the social or community care worker in promoting safe environments and to review the policies and procedures in place to support that role.

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Unit Learning Outcomes

LO2 Determine own role in developing risk assessments and supporting risk-taking in safe environments

LO3 Examine the impact upon the individual of risks to personal safety and wellbeing

LO4 Review person-centred approaches to health, safety and risk management

Assignment Brief and Guidance

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Scenario

Whilst on work placement, you will be supporting individuals to manage risk in their daily lives. You will develop risk assessments as well as promote environments and opportunities for individuals to explore risk in everyday activities. Choose an individual to whom you have provided support to use as a case study to form the basis of a reflective report.

Activity

Produce a detailed reflective report with copies of redacted care plans and risk assessments **that you have completed**. Attach these as appendices.

In the report:

- Critically review aspects of risk taking for the individual and the ways that the individual's rights, choices and responsibilities are supported in maintaining safe environments, including evaluation of the person-centred approaches to promoting safety measures.
- Within the critique, explain and assess your own role in promoting safe environments as well as supporting the individual to explore risk in everyday activities with analysis of the dilemmas of implementing safety and personal security measures.
- You will need to review the risks to personal safety and assess the effects of unsafe practices for the individual.
- Ensure that you include discussion of the impact of the individual's capacity to give consent in considering safety measures that are in place, and develop a review of the care plan that supports person-centred care.
- Reflect upon and evaluate your own contribution as a part of the multi-agency health, safety and risk assessment.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Explore the aspects of legislation, regulations and codes of practice that support health, safety and risk management in care environments		D1 Evaluate current legislation and regulations in Health and Safety and their impact upon enabling safe and person-centred care environments.
P1 Explain how current Health and Safety legislation, regulations and codes of practice work together to support healthy and safe care environments. P2 Review the agreed ways of working with own setting that aim to support health, safety and risk management within the care environment.	M1 Assess the role of a social or community care worker in supporting the implementation of regulatory frameworks related to health, safety and risk management in a care environment.	
LO2 Determine own role in risk management and supporting risk-taking in safe environments		D2 Critically review aspects of risk-taking in a care setting and their relationship to the rights, choices and responsibilities of individuals and workers to maintain safe environments.
P3 Explain own role in promoting safe environments through risk management in an identified care environment. P4 Complete a detailed risk assessment for an identified care environment.	M2 Assess the role of the social or community care worker in supporting individuals to explore risk in everyday activities.	
LO3 Examine the impact upon the individual of risks to personal safety and wellbeing		D3 Evaluate the effectiveness of person-centred approaches to promoting safe practice and
P5 Review the risks to personal safety for an individual within a care environment.	M3 Assess the effectiveness of safety and personal security measures in addressing unsafe	



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P6 Assess the effects of unsafe practice on the wellbeing of the individual within a care environment.	practice and risks to personal safety in a specific care setting.	minimising risks to personal safety and wellbeing in a care setting.
LO4 Review person-centred approaches to health, safety and risk management.		
P7 Appropriately advise a service user in a specific care setting of relevant and specific Health and Safety measures within the environment to obtain their consent to a procedure or process. P8 Review the role of person-centred planning in developing effective risk management processes.	M4 Analyse own contribution to person-centred approaches to health, safety and risk management in a care environment.	

EXAMPLE



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EXAMPLE ASSESSMENT BRIEF

Unit: 15 Youth and Community Work

For use with the Higher National Certificate and
Higher National Diploma in Social and Community Work

Brief Number: 1

First teaching from September 2018

Issue 1

EXAMPLE



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Higher National Certificate/Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	15 Youth and Community Work
Academic Year	
Unit Tutor	
Assignment Title	Supporting individuals in youth and community work practice
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

An oral and written presentation of a plan for an initiative to re-engage children or young people excluded from school in education or training, to the management team of a youth centre.

The centre requires that you include:

- Research that provides justification for the initiative, and how it intends to reduce inequalities experienced by the children or young people
- Evidence that you have worked with others in producing the plan
- Evidence that the initiative was informed by feedback from children and young people in the local area that you have worked with
- Detailed role descriptions for the workers you intend to implement the plan
- How your experience, knowledge and skills will contribute to the initiative, and help achieve sustainable outcomes for the children or young people involved

The oral presentation will last no longer than 20 minutes. You are expected to bring your detailed plan for the initiative, including details of the resources needed (human, physical and otherwise) alongside all other evidence of your research and the development work that has gone into planning the initiative, to the presentation. Your presentation will also include electronic slides. You are



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permitted to use video and audio recordings to support your presentation. Your presentation will be followed by Q&A with the management team to test your ideas.

It is advised that the total word length across all the materials in your submission is no longer than 3,000 to 3,500 words, though you will not be penalised for exceeding this length.

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Unit Learning Outcomes

LO1 Explore approaches to youth and community work practice

LO2 Describe the roles and responsibilities of youth and community development workers in facilitating community initiatives

LO3 Review the role of multidisciplinary teams in enabling effective youth and community work practice

LO4 Explore the impact of contemporary issues of inequality in society on young people and the role of social and community work in addressing these

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario:

You have been recently employed in a youth centre that runs activities for children and young people who have been excluded from school. The centre is looking for ways to get the children and young people to see the value of remaining in education or training, and improve their outcomes. You have been put in charge of selecting three support workers that will work with you to develop and implement a project towards this aim. The centre management is willing to fund the project, but you must demonstrate that you have the knowledge, skills and behaviours to work with young people and make a success of your chosen project. In addition, you need to provide evidence that similar projects have led to improved outcomes for young people engaged in them.

Activity

Plan and present an initiative designed to re-engage children or young people in education or training.

As well as details of the initiative you intend to implement, your presentation must include:

1. Justification of your chosen initiative, which includes your research into the inequalities experienced by children or young people who are not in education or training, and the impact on their life chances. Detailed links to current legislation and national policy that relate to your approach must be made.
2. Role descriptions for the individuals you intend to recruit to take part in the project. These may be volunteers or paid workers
3. Detailed evidence through primary and secondary research that a similar project in your local area has led to positive outcomes for the children or young people engaged in the project
4. How feedback on what types of activities the children or young people you have worked with



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think will help them engage in education or training, and how they would like these implemented, has informed your planned project

5. How you have engaged and will engage with other services and workers to enable positive outcomes for the children or young people
6. Your role in the initiative and how you intend to ensure that outcomes for the children and young people are sustainable, supported by a reflection on feedback from others on your skills in working with children and/or young people

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Explore approaches to youth and community work practice		LO1 and LO2 D1 Critically evaluate the effectiveness of existing strategies to promote sustained and successful development, engagement and participation of young people, used in own local community
P1 Summarise key legislation of direct relevance to youth and community work practice and community development P2 Describe how youth and community workers can enable young people to develop themselves and contribute positively to society	M1 Analyse recent legislation or national policy in relation to its importance in supporting effective youth and community work practice	
LO2 Describe the role and responsibilities of youth and community development workers in facilitating community initiatives		
P3 Describe how a local community initiative utilises youth and community work to enable positive outcomes for young people P4 Explain the responsibilities of different youth and community workers within the initiative identified	M2 Evaluate the effectiveness of the initiative in maximising the input of youth and community workers to enable positive outcomes for young people	
LO3 Review the role of multidisciplinary teams in enabling effective youth and community work practice		LO3 and LO4 D2 Evaluate how own work and professional development can support multidisciplinary teams to address issues of inequality through youth and community
P5 Describe the responsibilities of youth and community workers when working in multidisciplinary teams	M3 Analyse the advantages of working within a multidisciplinary team to meet the individual needs of the	



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P6 Explain the value of a multidisciplinary approach to youth and community work	young person	work with a specified individual
LO4 Explore the impact of contemporary issues of inequality in society on young people and the role of social and community work in addressing these		
P7 Describe a range of key issues of inequality and their impact on social cohesion P8 Analyse the impact of key issues on the development and wellbeing of an identified young person requiring the support of youth and community services	M4 Evaluate the impact of challenges faced by youth and community work activity in addressing the inequalities experienced by the young person identified	

EXAMPLE



Pearson

Higher Nationals in

Social and Community Work

EXAMPLE ASSESSMENT BRIEF

Unit: 16 Sociological Approaches in Social and Community Work

For use with the Higher National Certificate and
Higher National Diploma in Social and Community Work

Brief Number: 1

First teaching from September 2018

Issue 1



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Higher National Certificate/Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	16 Sociological Approaches in Social and Community Work
Academic Year	
Unit Tutor	
Assignment Title	Challenging inequalities and social deprivation using sociological approaches in social and community work practice
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

The submission for this unit is in the form of two assessment activities: a formal report and an electronic presentation.

The first Assessment should take the form of a formal report that places inequalities such as poverty and vulnerability into context and draws on theoretical frameworks that underpin and explain sociological approaches used in social and community work practice.

Submission for the second Assessment is in the form of a ten-minute individual electronic presentation and five minutes allocated to questions. The presentation slides and speaker notes should be submitted as one copy. You are required to make effective use of headings, bullet points and subsections, as appropriate.

Your work should be referenced using the Harvard citation style. Please also provide a reference list/bibliography that is formatted in the Harvard citation style. The recommended word limit for each task is 1,500 to 2,000 words, including speaker notes (for the presentation), although you will not be penalised for exceeding the total word count



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Unit Learning Outcomes

LO1 Describe factors influencing an individual's vulnerability to social inequality

LO2 Explore sociological approaches used in social and community work practice

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario

Recent news has highlighted issues of poverty and inequality prevalent in current society. Working within social and community care practice, you are acutely aware of the vulnerability of individuals you provide care for, and you want to raise awareness in your team of the issues and the ways to effectively tackle such inequalities. To present this information to your team, you will need to undertake research about the underpinning sociological context giving rise to inequalities in society and provide an analysis of theoretical basis for sociological approaches as they relate to your own area of practice.

Activity

Prepare a report that evaluates the political context and underpinning theory that explain how inequalities of poverty and vulnerability are approached in your own country.

Your report should be in two parts. In the first part of your report, discuss the political context in which poverty and vulnerability have been defined together. Also discuss factors making individuals more vulnerable to inequalities. The second part of your report should provide an analysis of the different theoretical perspectives explaining sociological approaches used in the current day.

Your report should be in written format with a recommended word limit of 1,500 to 2,000 words, although you will not be penalised for exceeding the total word count. You can use plans/tables to illustrate areas and include these in an appendix. It is recommended the use of Harvard referencing system to cite sources used.

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Unit Learning Outcomes

LO3 Explore how sociological approaches are used to address issues of social deprivation and inequality in own country

LO4 Compare sociological approaches to social and community work practice in different nations

Assignment Brief and Guidance

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Scenario

Your team has found your report insightful. One team member has recently moved to the country and provided some interesting information about similarities and differences between the two nations. This has stimulated much debate amongst the team, and you think some of the comments made will be useful in driving change and innovation in your own practice.

You have told the team you will compare the approaches in your own country with a model from another nation to identify ways to challenge social deprivation and inequality nationally and globally.

Your report will be in the form of an electronic presentation with slides and notes pages. Your notes pages should equate to 1,500 to 2,000 words, although you will not be penalised for exceeding the total word count. You can use plans or tables to illustrate the comparison and include these in an appendix. It is recommended to use the Harvard citation style to cite sources used.

Activity

Prepare an electronic presentation that discusses the application of sociological approaches in meeting individual needs in your own country in comparison to other nations, assessing the value of different approaches in tackling and challenging inequalities.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Describe factors influencing an individual's vulnerability to social inequality		LO1 and LO2 D1 Evaluate the context and underpinning theory that inform sociological approaches in social and community work practice
P1 Explain political contexts within which poverty and vulnerability have been defined. P2 Describe different factors influencing individuals vulnerable to social inequality	M1 Analyse how political systems have responded to groups identified as vulnerable to experiencing inequality.	
LO2 Explore sociological approaches used in social and community work practice		
P3 Describe how symbolic interactionist theories inform sociological approaches in social and community work practice P4 Compare how conflict and functionalist theories inform sociological approaches in social and community work practice	M2 Comparatively analyse the influence of different theoretical approaches on contemporary social and community work practice	
LO3 Explore how sociological approaches are used to address issues of social deprivation and inequality in own country		LO3 and LO4 D2 Evaluate how effectively the practical application of sociological approaches to social and community work practice addresses social deprivation and inequality
P5 Produce a case study that evidences the application of sociological approaches to meeting different individual needs in social and community work practice	M3 Discuss how social and community work strategies underpinned by sociological approaches address social deprivation and inequality experienced by different individuals in own country	



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LO4 Compare sociological approaches to social and community work practice in different nations	nationally and globally
P6 Compare social or community work in own and other countries in terms of their integration of sociological approaches to person-centred practice	M4 Discuss how own person-centred practice can reflect sociological approaches taking into account both national and international perspectives

EXAMPLE



Pearson Higher Nationals in Social and Community Work

EXAMPLE ASSESSMENT BRIEF

Unit: 17 Effective Reporting and Record-keeping in Health and Social Care Services

For use with the following qualifications:

Pearson BTEC Level 4 Higher National Certificate and Level 5 Higher National Diploma in Social and Community Work

Brief Number: 1, 2

First teaching from September 2018

Issue 1



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Higher National Certificate/Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	17 Effective Reporting and Record-keeping in Health and Social Care Services
Academic Year	
Unit Tutor	
Assignment Title	How care settings record and report information
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

This work will be submitted in 2 different formats:

Assessment 1 should be submitted as a word-processed report document in a standard report style, which requires the use of headings, titles and appropriate captions. You may also choose to include pictures, graphs and charts where relevant to support your work. The recommended word count for this assignment is 1500–2000 words, though you will not be penalised for exceeding this total.

Assessment 2 requires the submission of evidence from a mock training event on record-keeping. This will include a set of materials used in the event, to include an electronic presentation, evidence of your own record-keeping across a range of types of records, as well as an audio or video recording of the event where you will demonstrate you have evaluated the effectiveness of your own completion of relevant records. The recommended word count for the presentation is 1000–1500 words (including speaker notes), though you will not be penalised for exceeding this total.

For both assessments, any material that is derived from other sources must be suitably referenced using a standard form of citation. Provide a bibliography using the Harvard referencing system.



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Unit Learning Outcomes

LO1 Describe the legal and regulatory aspects of reporting and record keeping in a care setting

LO2 Explore the internal and external recording requirements in a care setting

Assignment Brief and Guidance

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Working in any care setting, every staff member is responsible for maintaining records and reporting outcomes to supervisors. As a supervisor or manager, you will likely also have the added responsibility of monitoring the records kept by the team for accuracy, reliability and validity. It is essential that you are confident discussing arrangements made to complete records designed for use both internally and with partner organisations or inspecting bodies, as well as the need to store and retrieve records effectively, either manually or electronically. You will also need to recognise the correct procedures when sharing and disposing of records in the setting, following legislation and guidelines.

Scenario:

You are a manager in a local authority setting providing residential and non-residential care services to individuals with specific needs.

There have been several recent articles in the news regarding the unexplained death of a resident in another residential care setting for children and adults with complex disabilities. The media reports that there was a catalogue of procedural errors in record-keeping in the setting that meant no one was aware that the resident was at such a high risk. These included incorrect medicine dosage, missed observations due to inaccuracies in shift records, and an incident with the resident's family reporting the resident's lack of appetite and listlessness not being recorded. In addition, the resident's family was refused access to their health records, despite the family member requesting the records being authorised to do so through a lasting power of attorney. Lastly, the personal details of the resident were leaked to the media by someone who journalists report worked at the local hospital.

As a result of this, and several other breaches in protocol and practice, the Secretary of State for Health and Social Care has ordered the national regulator to conduct a review of the data management processes and procedures across all health and social care provision in their remit.

To facilitate this, your Director has tasked you with conducting a Self-Assessment Review of the reporting and record-keeping requirements and processes in an area of service provision in your setting, to be used in a series of training sessions to be given to all the care workers that are new to your organisation.



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Activity 1:

For this activity, you will produce an evaluative internal review of the reporting and record-keeping processes in an area of service provision in your setting. The Review will be confidential, and evaluate how effective your work setting's arrangements and processes for storing and sharing information are, in terms of efficacy and compliance.

You will include an evaluation of the consequences of non-compliance with legal and regulatory aspects of reporting and record keeping in the setting.

Your Review will put forward recommendations for how your setting can improve its processes, with reference to the consequences of ineffective systems for service user safety, the setting's effectiveness and credibility and with reference to the media.

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Unit Learning Outcomes

LO3 Review the use of technology in reporting and recording service user care in a care setting

LO4 Demonstrate how to keep and maintain records in own care setting in line with national and local policies

Assignment Brief and Guidance

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With the increasing use of technology in the workplace, an inspirational manager needs to examine the uses of technology in their care setting and be able to guide their team through both the procedural use of and the ethical issues surrounding recording and reporting using technology. This activity will provide you with the opportunity to not only demonstrate your knowledge of record-keeping and reporting in a variety of situations, but also to produce a relevant, accurate set of documents to evidence your skills.

Scenario:

As a result of your review, your Director has asked that you run one of the training sessions for new staff. The session will train new staff on the use of technology for reporting and recording service user care in your setting, providing the staff with a demonstration of how specific records are completed, processed and stored in your setting. As part of the training session, you are to provide the staff with a range of anonymised examples of the records you have kept in the setting, explaining how you completed, processed and stored these records in line with the setting's policy, local and national policies and guidelines.

Activity 2:

Produce a set of training materials on record-keeping for new staff. These materials will include an electronic presentation that evaluates the effectiveness of the use of technology in the setting in terms of meeting service user needs, ensuring appropriate care is given and maintaining confidentiality. You will also include an activity that provides the trainees with examples of records you have kept, during which you will evaluate the effectiveness of your own completion of records in terms of meeting service user needs, ensuring appropriate care is given and that effective reporting is carried out, to facilitate their understanding.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Describe the legal and regulatory aspects of reporting and record keeping in a care setting		D1 Evaluate the consequences of non-compliance with reference to the media, service user safety and the credibility of the care setting
P1 Describe the statutory requirements for reporting and record keeping in own care setting P2 Describe the regulatory and inspecting bodies' requirements for reporting and record keeping in a care setting	M1 Analyse the implications of non-compliance with legislation, regulating and inspecting bodies' requirements	
LO2 Explore the internal and external recording requirements in a care setting		D2 Evaluate own work setting's arrangements and processes for storing and sharing information, making recommendations for improvement
P3 Describe the process of storing of records in own care setting P4 Explain the reasons for sharing information within own setting and with external bodies P5 Accurately illustrate the internal and external requirements for recording information in own care setting	M2 Examine the current processes in own care setting related to storing and sharing records	
LO3 Review the use of technology in reporting and recording service user care in a care setting		D3 Evaluate the effectiveness of the use of technology in terms of meeting service user needs, ensuring appropriate care is given and maintaining confidentiality
P6 Describe how technology is used in recording and reporting in own care setting P7 Explain the benefits of involving service users in	M3 Review the use of digital technology in relation to own medical management procedures or care plan	



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record keeping processes		
LO4 Demonstrate how to keep and maintain records in own care setting in line with national and local policies		
<p>P8 Produce accurate, legible, concise and coherent records regarding service user care for different service users following own setting's guidelines</p> <p>P9 Explain different aspects of own management of service user records with reference to compliance with national and local policies and guidelines</p>	<p>M4 Analyse the process of maintaining records in own setting, identifying any potential or actual difficulties</p>	<p>D4 Evaluate the effectiveness of own completion of documentation in terms of meeting service user needs, ensuring appropriate care is given and effective reporting is carried out</p>

EXAMPLE



Pearson

Higher Nationals in

Social and Community Work

EXAMPLE ASSESSMENT BRIEF

Unit: 18 Resource Planning in Social and Community Care Services

For use with the Higher National Certificate and
Higher National Diploma in Social and Community Work

Brief Number: 1

First teaching from September 2018

Issue 1



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Higher National Certificate/Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	18 Resource Planning in Social and Community Care Services
Academic Year	
Unit Tutor	
Assignment Title	Planning for provision in social or community care services
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Submission for this unit will be in the form of a detailed needs assessment and an oral presentation to an audience.

Your presentation should introduce your needs assessment by setting the scene—evaluating the importance of conducting needs analyses and assessments to ensure the provision of services that meet individual needs in an identified social or community care organisation.

Your work should be referenced using the Harvard citation style. Please also provide a reference list/bibliography using the Harvard citation style. The recommended word limit is 3,500 to 4,000 words, including speaker notes (for the presentation), although you will not be penalised for exceeding the total word count.



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Unit Learning Outcomes

LO1 Explain the importance of effective resource identification in social and community care services

LO2 Explore individual and organisational factors that give rise to need for specific resources in social and community care services

LO3 Explain the process of needs analysis in supporting and promoting effective use of resources

LO4 Conduct a needs assessment on a specific aspect of provision in a social or community care service

Assignment Brief and Guidance

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Scenario

You are a deputy manager in a social or community care organisation. Your manager has informed you that a local philanthropist has bequeathed a significant sum of money to the organisation 'for the good of all'. She would like to ensure that the money is spent in a way that has the maximum impact for individuals accessing your service and has asked you to prepare a needs assessment to ensure that this happens.

Activity

Part 1: Using a needs analysis as a basis, prepare a needs assessment that recognises the value of utilising individual and community-based resources in supporting the individual needs of people who use your organisation's services. Your assessment must recommend specific resources that can be used to maximise positive outcomes for service users, including how these will be used to improve a specific aspect of service provision to enable these outcomes.

Part 2: Your presentation to your manager should include an evaluation of the ways that the wellbeing principles can be used to identify specific needs and various factors that influence the need for resources. It should also include how you decided which framework to use to identify appropriate resources and the potential impact upon individuals and the organisation.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Explain the importance of effective resource identification in social and community care services		LO1 and LO2 D1 Evaluate the types of resources used to support and promote individuals' wellbeing and address different needs in a social or community care service
P1 Discuss the value of recognising individual and community-based resources in supporting individuals requiring care P2 Explain how wellbeing principles can be used to identify the needs of individuals	M1 Analyse the types of resources needed to support and promote individuals' wellbeing	
LO2 Explore individual and organisational factors that give rise to the need for specific resources in social and community care services		
P3 Discuss the different factors that influence the need for resources in social and community care services	M2 Explain how resources are used to address individual, organisational, regulatory needs in social and community care services	
LO3 Explain the process of needs analysis in supporting and promoting effective use of resources		
P4 Explain how positive outcomes can be achieved through use of best practice and appropriate resources P5 Explain the value of using a framework of assessment to identify appropriate resources to meet individual needs	M3 Analyse a framework that can be used to assess need and achieve positive outcomes in a social or community care service	LO3 and LO4 D2 Critically reflect on how own needs assessment can enable the effective identification and use of resources in social and community care services to improve outcomes for different stakeholders



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LO4 Conduct a needs assessment on a specific aspect of provision in a social or community care service	
P6 Conduct a needs assessment which identifies appropriate resources for an aspect of social or community care service provision in a specific organisation	M4 Evaluate the aspect of the service being provided in terms of its use of resources using own needs analysis

EXAMPLE



Pearson Higher Nationals in Social and Community Work

EXAMPLE ASSESSMENT BRIEF

Unit: 19 Reflective Approaches in Implementing Person Centred Practice

For use with the following qualifications:

Pearson BTEC Level 5 Higher National Diploma in Social and Community Work

Brief Number: 1

First teaching from September 2018

Issue 1



Edexcel, BTEC and LCCI qualifications

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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	19 Reflective Approaches in Implementing Person Centred Practice
Academic Year	
Unit Tutor	
Assignment Title	Reflection on practice
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Submission format will vary across the three parts of this assessment:

Part A: This will take the form of a resource for an activity on person-centred care, and an accompanying session plan. The resource should be designed to be suitable for new members of staff that are care assistants. The session plan should be word-processed, and will explain how the resource is to be used in the training session, including realistic anticipated outcomes. A list of valid and reliable additional resources that can be used to deliver or support the session, and encourage further learning, should be included in the session plan. The suggested word limit for the session plan is 1000 words.

Part B: The submission should be an individual report which reviews two systems in your workplace setting in terms of their effectiveness in meeting legislative and regulatory requirements regarding the health, safety and safeguarding of service users. The recommended word limit is 1,500 words, presented as a word-processed document.

Part C: This will take the form of a reflective logbook and a plan to improve practice. The logbook



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should be in PDF format. The suggested word limit is 1000 words. The action plan should be in the form of a chart and include short-, medium- and long-term plans that should be monitored throughout the unit to reflect progress made whilst practising. The action plan should have SMART targets and be a word-processed document that is no longer than two A4 pages.

In all your submissions, you are encouraged to use images, graphics, charts and other material to support your work. Any material that is derived from other sources must be suitably referenced using a standard form of citation. Provide a bibliography using the Harvard referencing system.



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Unit Learning Outcomes

LO1 Promote a holistic approach to person-centred practice

LO2 Review current policies, legislation and regulations in relation to effective person-centred practice

LO3 Reflect on own practice within health, care or support settings

LO4 Explore ways to develop own professional skills and behaviours in relation to health, care or support service provision

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario:

You are a senior carer and need to ensure that students and new members of staff understand the principles of person-centred care and how the users of services may behave differently depending on the medical and social models of health.

Activity:

Part A: Develop a resource for an activity that could be used to train staff and students on how to address different dilemmas typically faced by practitioners in implementing effective person-centred practice.

Part B: Write a critically evaluative investigative report of two systems in own setting related to health and safety and safeguarding. Your report will consider how effectively the systems identified reflect the related policies in the setting, as well as related regulatory and legislative requirements. Your report will also provide solutions for problems identified in the implementation of the systems investigated.

Part C: Develop a reflective logbook which critically evaluates your own and others' practice, and develop a critically reflective short-, medium- and long-term plan which will develop your own skills, understanding and practice, based on your personal and professional learning.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Promote a holistic approach to person-centred practice		D1 Evaluate how dilemmas experienced in own workplace setting affect a consistency in approach to effective person-centred practice
<p>P1 Compare how the medical and social models apply to person-centred practice in health, care or support services</p> <p>P2 Discuss how to adopt a person-centred approach when planning and implementing a programme for individuals requiring support</p>	<p>M1 Review the challenges with applying person-centred care in own workplace setting</p>	
LO2 Review current policies, legislation and regulations in relation to effective person-centred practice		D2 Critically evaluate the effectiveness of health and safety and safeguarding systems in own workplace setting in meeting legislative requirements
<p>P3 Discuss how aspects of different legislation are reflected in the provision of person-centred care in a healthcare setting using specific examples</p> <p>P4 Suggest appropriate solutions to different problems that may occur in implementing specific regulations and policies in a health and care setting</p>	<p>M2 Assess the challenges in interpreting different legislation in relation to the planning and provision of person-centred care in own workplace setting</p>	
LO3 Reflect on own practice within health, care or support settings		D3 Critically evaluate own and others' practice in enabling a consistent approach to high-quality care in different health and care settings
<p>P5 Produce a comparative reflective account of own provision of periods of person-centred care in different workplace settings</p>	<p>M3 Interrogate own effectiveness in managing own workload as part of a team providing person-centred care for different individuals</p>	



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LO4 Explore ways to develop own professional skills and behaviours in relation to health, care or support service provision		D4 Produce a critically reflective action plan for further personal and professional development based on own reflective learning
P6 Construct a short, medium and long-term plan to improve own practice and skills in providing person-centred care P7 Analyse the practicality of own plans in relation to contributing to the collective effectiveness of own workplace team	M4 Implement own short-term plan during a period of workplace experience M5 Monitor own implementation of plan throughout, making suggestions for further improvement	



Pearson

Higher Nationals in

Social and Community Work

EXAMPLE ASSESSMENT BRIEF

Unit: 20 Investigating Innovative Approaches to Practice in Social and Community Work

For use with the Higher National Diploma in Social and Community Work

Brief Number: 1

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	20 Investigating Innovative Approaches to Practice in Social and Community Work
Academic Year	
Unit Tutor	
Assignment Title	Evaluate how innovative practice in the workplace can improve outcomes for service users and professional development
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Submission is in two parts:

- A written investigative report into a recent innovation or example of innovative approaches to practice in social and community work, using project-based learning or design-thinking techniques and active research methods. Your report should be submitted as a word-processed document; however, you may use headings, titles and captions, as appropriate. You can also include images, drawings and other visual material to support your work. A reference list or bibliography should be included formatted in the Harvard citation style. The recommended word limit is 3,000 – 3,500 words with 10% plus or minus margin. You should include Appendices as appropriate.
- A 10-minute individual PowerPoint presentation and 5 minutes allocated to questions to be presented to an audience that includes practitioners and/or service users. The presentation slides and speaker notes should be submitted as one copy. You are required to make effective use of PowerPoint headings, bullet points and subsections as appropriate. The recommended word limit is 1,500 – 2,000 words with 10% plus or minus margin.



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Unit Learning Outcomes

LO1 Discuss how innovative approaches to community and social work practice can effect improvement

LO2 Examine how organisations manage and develop innovative practice

LO3 Review how own research and investigation skills can support innovation in social and community work practice

LO4 Demonstrate project-based learning in investigating the impact of innovation on current social or community work practice

Assignment Brief and Guidance

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Scenario

Innovation, creativity and enterprise have generally come to mean development, novelty and a change in the way we do things. For example, think about how we communicate—emails, text messaging, Skype. Even the use of the mobile phone as an innovation has now replaced a letter or a telegram.

Innovation is now part and parcel of everyday practice within social and community work. Panic buttons, home blood-pressure monitoring, self-monitoring for diabetic patients, online referrals, etc., all make life for some individuals more convenient and happier and their access to professionals quicker and easier. This project is designed to get you to think about your own area of work and how innovation has transformed the way you now work. You are asked to reflect on changes that have been introduced and how they have impacted positively on both the service user and you as a practitioner.

Activity

Part A:

Using project based learning techniques or design thinking, identify an issue that has had a significant impact on practice in your workplace, and investigate innovative solutions to addressing the issue identified. The issue will be based on the theme provided to you, within which you will select a related topic relevant to your own area of current or future practice, to apply innovative solutions to. Your solutions can include current innovations or innovative practice in place to address the issue, but should also propose your own innovative ideas to improve on existing solutions, or provide solutions where there are none.



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Produce a report based on your investigation to include:

- An introduction to the issue, including a clear definition of the issue and a rationale for your choice, and a consideration of why innovation is important in social and community work practice. Consider the impact on service users, practitioners, organisations or services and communities in justifying your selection.
- overall aim and objectives for your investigation
- Your research methodology and methods, including how you intend to test your ideas and/or the solutions already in existence. Remember, the use of research methods, such as repeated trials, observation or qualitative methods, such as questionnaires and interviews, all play a part in verifying the reliability and validity of innovation.
- A literature review of the topic and issue you are investigating, including an analysis of the solutions in place, or proposed
- Data collection and analysis (testing the solutions)
- A discussion on the topic (the impact of the innovative solutions on practice, service user outcomes, the workforce and wider community) that critically evaluates the literature identified, and your own data collection and analysis
- A conclusion, including ideas for further innovation to further improve practice and benefit service users, including a reflection on your experience of the project-based learning process and its contribution to your own professional development

Part B:

Prepare and present an electronic presentation that examines how the use of research methods in your project has supported the validation of development of innovation in the workplace. The presentation should include a review the research you conducted and the solutions identified, investigated and developed upon. Your audience will include practitioners and/or service users and your presentation must be adapted to suit the needs of your audience.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Discuss how innovative approaches to community and social work practice can effect improvement		LO1 and LO2 D1 Critically evaluate how the effectiveness of innovative practices in the workplace in improving outcomes for service users and enabling the continued professional development of the workforce
P1 Discuss different types of innovation in a social and community work context and its benefits for a range of different stakeholders	M1 Critically analyse a recent innovation in social or community work practice and the impact it has had on workers, service provision and service users	
LO2 Examine how organisations manage and develop innovative practice		
P2 Discuss how organisations can develop a culture of innovation P3 Review the role of management in enabling a workplace environment that promotes a culture of innovation	M2 Critically assess different approaches to engaging with employees to promote innovative practice	
LO3 Review how own research and investigation skills can support innovation in social and community work practice		
P4 Analyse the role of action research in identifying potential opportunities for innovation in social and community work P5 Propose appropriate research methodology to use to investigate innovation in social or community work in relation to own work experience.	M3 Review own skills and qualities for conducting an action research project into innovation in social or community work practice	D2 Justify selected research methodology in terms of its validity in examining how innovation is used to improve social or community work practice



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LO4 Demonstrate project-based learning in investigating the impact of innovation on current social or community work practice	
P6 Produce a plan for a project to measure the impact of innovation on social or community work practice using design thinking. P7 Demonstrate characteristics of project-based learning in implementing own project plan	M4 Present a justification of own project and its effectiveness in measuring the impact of innovation on social or community work practice, to a relevant audience D3 Critically evaluate the validity and reliability of own project in measuring the impact of innovation on social or community work practice and in improving own project-based learning



Pearson
Higher Nationals in
Social and Community Work

EXAMPLE ASSESSMENT BRIEF

Unit: 21 Strength-Based Approaches to Working with Vulnerable Adults

For use with the Higher National Certificate and
Higher National Diploma in Social and Community Work

Brief Number: 2

First teaching from September 2018

Issue 1



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Higher National Certificate/Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	21 Strength-Based Approaches to Working with Vulnerable Adults
Academic Year	
Unit Tutor	
Assignment Title	Strengths-based care plan and report
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Your assessment should be submitted as a care plan with clear indication of the assessed need, objectives and actions/interventions. The care plan should be accompanied by a report, which should be submitted as a word-processed document using double spacing, either Times New Roman or Arial font, size 12. You should use subheadings as appropriate.

The recommended word length for the report is 1,500 to 2,000 words. A full reference list of all sources used must be provided.



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Unit Learning Outcomes

LO2 Examine the use of a strength-based approach in working with vulnerable adults

LO3 Promote strength-based approaches to person-centred care and support for vulnerable adults

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario

(Case study may be substituted for appropriate alternative, or students may use suitable case study based on placement experience.)

Andrew is a 24 year old man who has been diagnosed with autistic spectrum disorder. Andrew is moving to a supported housing scheme to help him increase skills for independent living. Andrew experiences high levels of anxiety if his routine is disturbed. Andrew can talk to others but finds reading social cues extremely difficult, resulting in awkward communication, difficulty forming friendships and a very small social network. Andrew has a great interest in computing and would like to access a course at his local college.

As Andrew's keyworker, you are responsible for completing and reviewing a strength-based, person-centred assessment and care plan that takes account of his needs and aspirations.

Activity

Complete a strengths-based **care plan** for Andrew that involves identifying his needs and aspirations, setting realistic objectives and reviewing the strategies that could be used to support the range of needs Andrew experiences.

The care plan should be accompanied by a **report**.

The report should critically review the use of a strengths-based approach to working with clients such as Andrew, providing real case study examples of your own work with vulnerable adults to illustrate the points being made. The report should then go on to critically evaluate the effectiveness of the proposed care plan and make justified recommendations for improvements based on your review.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO2 Examine the use of a strength-based approach in working with vulnerable adults		D2 Critically review the benefits and potential limitations of a strengths-based approach in working with vulnerable adults in social care settings.
P3 Review the process of conducting a strengths-based assessment. P4 Discuss the role of legislation and policy in supporting a strengths-based approach to social care.	M2 Analyse the role of the care worker in supporting vulnerable individuals using a strengths-based approach.	
LO3 Promote strengths-based approaches to person-centred care and support for vulnerable adults		D3 Critically evaluate the effectiveness of the care plan making justified recommendations for improvements.
P5 Produce a person-centred care plan addressing a range of needs for a specific vulnerable adult.	M3 Critically compare the care plan with the principles of person-centred care.	



Pearson
Higher Nationals in
Social and Community Work

EXAMPLE ASSESSMENT BRIEF

**Unit: 22 Coproduction and Partnership Working in Social and
Community Work**

For use with the Higher National Diploma in Social and Community Work

Assessment Brief Number: 1

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	22 Coproduction and Partnership Working in Social and Community Work
Academic Year	
Unit Tutor	
Assignment Title	Developing a Collaborative, Cooperative Environment in Social and Community Work Practice
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Submission consists of two activities:

The first activity will take the form of an information booklet that discusses the key aspects of coproduction and its aims. It will provide an elucidation of the knowledge, behaviours and skills required to create a positive co-productive environment.

The second activity is in the form of a paired presentation that extends the information booklet by providing an examination of key policies and how they are translated into practice to create a partnership working environment that supports coproduction. You will consider the relationship between related legislation, policies and practice. There should be a consideration of the levels of coproduction and the advantages and disadvantages of the way that others are empowered to work collaboratively with others.

Your work should include in-text references and a reference list/bibliography formatted in the Harvard citation style. The recommended word limit for each task is 1,500 to 2,000 words, although you will not be penalised for exceeding the total word count.



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Unit Learning Outcomes

LO1 Explore the value of coproduction as a mechanism for working with service users in social and community care-related settings

LO2 Review current policies, principles and practices in relation to enabling effective partnership working to support coproduction

LO3 Examine the impact of coproduction on individual service users' wellbeing and in relation to service improvement

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario

Coproduction is a key principle and practice element in social and community work practice. As part of your role, you want to develop colleagues' understanding of the term and how this translates into practice. In order to do this, you first need to develop information on the aims of coproduction and the knowledge and skills required to create a positive coproductive environment.

Activity 1

Develop an illustrative information booklet that provides an introduction to, and information on, what a co-productive environment translates to in practice, giving comparative examples based on your own and others' experience with different individuals.

Your examples should illustrate why professional knowledge, skills and behaviour are important in developing a consistently effective co-productive approach, that enables an environment that promotes successful relationships between practitioners, service users and others accessing your setting.

Activity 2

You will need to present your information booklet to your team with a partner where you will each elucidate the challenges experienced in implementing legislation that impacts on being able to plan and deliver services co-productively, using the examples in your booklet. You will each evaluate any strategies used in your setting to address these challenges and foster positive coproduction, presenting alternative solutions and justifying your recommendations in line with the principles and practices of coproduction, and the requirements of current and relevant policies and regulation.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Explore the value of coproduction as a mechanism for working with service users in social and community care-related settings		D1 Critically evaluate the effectiveness of coproduction in enabling a consistent approach and promoting successful relationships in caring services.
P1 Explain how to adopt a coproductive approach when working to support individuals who require care. P2 Review how professional knowledge, skills and behaviour can help promote coproduction.	M1 Comparatively assess own and others' practice when applying coproduction with individuals in different care-related settings.	
LO2 Review current policies, principles and practice in relation to enabling effective partnership working to support coproduction		D2 Critically evaluate the effectiveness of coproduction strategies in addressing the requirements of current policies, principles and practice guidelines.
P3 Explain how aspects of legislation are reflected in coproduction when working with individuals. P4 Recommend appropriate solutions to different issues that may arise in implementing regulations and policies within coproduction working.	M2 Analyse the challenges in interpreting and implementing different legislation when planning and delivering services from a coproduction perspective in own workplace setting.	
LO3 Examine the impact of coproduction on individual service users' wellbeing and in relation to service improvement		LO3 and LO4 D3 Critically review own experience of coproduction and its impact on the individual, the service and own professional development.
P5 Research the impact of coproduction on individual wellbeing and service improvement. P6 Interrogate own effectiveness in practice, identifying future development needs for working coproductively with individuals.	M3 Reflect on the impact of research findings on own professional development in implementing methods of coproduction.	



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Higher Nationals in
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EXAMPLE ASSESSMENT BRIEF

**Unit: 22 Coproduction and Partnership Working in Social and
Community Work**

For use with the Higher National Diploma in Social and Community Work

Assessment Brief Number: 2

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	22 Coproduction and Partnership Working in Social and Community Work
Academic Year	
Unit Tutor	
Assignment Title	Demonstrating a Co-productive Approach to Social and Community Work
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Submission consists of one activity a portfolio of evidence of your practice. The portfolio should include reflective logs of your experience of partnership working and coproduction in practice. Your logs will be supported by at least one observation record of your practice in this regard and feedback from service users. Additional supporting evidence, such as witness statements, care and activity plans and records of discussions with your colleagues and service users, should be included.

Your work should include in-text references and a reference list/bibliography formatted in the Harvard citation style. The recommended word limit for each task is 1,500 to 2,000 words, although you will not be penalised for exceeding the total word count.



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Unit Learning Outcomes

LO4 Reflect on own practice of working in partnership and coproduction within a social or community care-related setting

Assignment Brief and Guidance

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Scenario

To be able to demonstrate your growth in implementing coproduction or in demonstrating behaviours that reflect the co-productive approach, you have been asked to provide evidence of your reflective practice, including reflections on the experience of service users and others you have worked with and how you see the organisation moving forward in improving their practice of coproduction.

Activity 1

Provide a portfolio of evidence that includes reflective logs, at least one record of observation of your practice and additional evidence to support your reflections on the effectiveness of your practice. The supporting evidence must include feedback from service users. Additional evidence can include witness statements, care planning and activity records and records of discussions with colleagues and service users.

Your logs should critically review your experience considering the impact you have had on individuals you have worked with, with a specific focus on their health and wellbeing, ways in which co-productive practices can be improved or implemented in your organisation to improve the service, and how you will develop your skills in coproduction and partnership working.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO4 Reflect on own practice of working in partnership and coproduction within a social or community care-related setting		LO3 and LO4 D3 Critically review own experience of coproduction and its impact on the individual, the service and own professional development.
P7 Discuss how own practice reflects a coproduction approach within a social or community care-related setting.	M4 Review the challenges of applying coproduction strategies in own practice in the workplace.	
P8 Review how own skills can impact on individuals, families and communities when working from a coproduction approach.		



Pearson Higher Nationals in Social and Community Work

EXAMPLE ASSESSMENT BRIEF

Unit: **23 Managing Quality in Care Environments**

For use with the following qualifications:

Pearson BTEC Level 5 Higher National Diploma in Social and Community Work

Brief Number: 1

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	23 Managing Quality in Care Environments
Academic Year	
Unit Tutor	
Assignment Title	Planning and monitoring improvements to quality service in a healthcare setting
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Submission will be in two different formats.

LO1 and LO2 will be evidenced in the form of an essay. This will be submitted as a word-processed document following standard word-processing rules.

LO3 and LO4 will be evidenced in a project-based report which details the planning, implementation and evaluation of a quality improvement initiative carried out by you in the workplace. In the report, you are required to use headings and titles where appropriate, and may also include diagrams, charts and images to support your work.

Relevant references and a bibliography must be included and the recommended word count for each element of your submission is 2000–2500 words, though you will not be penalised for exceeding this total.



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Unit Learning Outcomes

LO1 Assess the impact legislation and policy has on measuring and monitoring quality of practice in health and social care

LO2 Discuss the impact that improving quality has on different individuals in a care setting

LO3 Explore quality improvement requirements in a care setting

LO4 Plan and monitor improvements to quality

Assignment Brief and Guidance

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Scenario:

As a manager, you have a responsibility to ensure that the quality in your health and social care setting is not only maintained but consistently improved to provide a safe health and social care service which promotes service users' rights and offers exemplary service.

This assignment will provide you with the opportunity to not only demonstrate your knowledge and understanding of the legal and statutory requirements of maintaining quality but also to show your ability to plan, implement and monitor a quality improvement project.

Activity 1:

In an essay, critically assess and evaluate the use of theories, models and standards relating to quality in the health and social care setting in which you work, in relation to the needs of individuals accessing the setting and in reflecting legislative and statutory requirements.

Your essay will critically assess the impact of established and mandated standards of quality on service provision in your setting. Your assessment will consider the actual impact of a set of quality standards over a defined period, on the systems and working practices related to quality improvement in your setting.

Your essay will go on to review specified quality improvement measures in your setting and how these meet the needs of both internal and external stakeholders. You will evaluate the involvement of service users, their families, staff and the wider community in developing, implementing and reviewing quality improvement measures in your setting, which will include a review of the impact of meeting their needs when working to improve the quality of service provision.

As part of your review, you will discuss the importance of promoting inclusive practice and recognising diversity in improving quality of service. You will also discuss the importance of safeguarding service users in terms of quality improvement.



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Activity 2:

For your report, you will need to carry out a review to establish the current standard of quality in your health and social care setting in relation to one aspect of working practices, and plan, implement and review a quality improvement initiative of your choice.

Using recognised methods, review the gathered information, identify one aspect of improvement required and justify your choice. Your review may include a summary of the evidence from Activity 1. You will evaluate the evidence you have gathered towards sharing the information with both internal and external stakeholders, justifying how the aspect of improvement selected will impact positively on working practices and service users' experience of the service.

Continuing with your research and referring to SMART targets, produce a detailed plan for a quality improvement initiative, appropriately detailing the stages required to improve the quality of the chosen aspect. You are expected to then implement at least one aspect of the improvement initiative, and critically review its progress against the targets set. You will need to summarise the potential or actual barriers and benefits of implementing the quality improvement project to the setting and to individuals accessing the setting.

On completion of the project, you will review the effectiveness of the plan and justify any changes you made to it based on feedback or observations. You will also evaluate the anticipated outcomes of your planned improvement and consider further changes or improvements you may have identified when sharing your outcomes with others through a presentation or infographics.

You will need to include evidence of the project being completed, copies of surveys, interview questions, a reviewed and amended SMART plan, feedback forms and copies of observations carried out. This will form part of your report appendix.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Assess the impact legislation and policy has on measuring and monitoring quality of practice in health and social care		D1 Critically assess the impact of a current set of external quality standards on systems and working practice in a care setting, over a defined period
P1 Compare how different legislative and statutory requirements are taken into account in measuring and monitoring quality in health and social care using different theories and approaches	M1 Critically discuss how processes for measuring, monitoring and improving quality of practice have an impact on ways of working in a care setting	
LO2 Discuss the impact that improving quality has on different individuals in a care setting		D2 Evaluate the involvement of service users, their families, staff and the community in quality improvement measures in care settings
P2 Discuss the importance of promoting diversity, difference and inclusive practices in a care setting P3 Discuss the importance of safeguarding different services users towards improving quality in a care setting	M2 Review the practical impact on a care setting of the requirement to meet different stakeholders' needs in working to improve the quality of service provision	
LO3 Explore quality improvement requirements in a care setting		D3 Evaluate the evidence gathered towards sharing information with different stakeholders regarding the quality improvement requirements of the aspect of working practice
P4 Carry out a review of one aspect of working practices in own setting to accurately identify improvements that can be made to the current level of quality P5 Discuss why the aspect selected requires improvement using a range of different sources of information	M3 Justify the aspect of improvement to working practices selected in terms of the impact on service users' experience of the service	



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LO4 Plan and monitor improvements to quality		D4 Evaluate the expected outcomes of own improvement initiative, discussing further changes or improvements which may be required
P6 Produce a detailed plan for a relevant quality improvement initiative in own work setting P7 Discuss potential or actual barriers to completing the quality improvement initiative	M4 Implement an appropriately planned quality improvement initiative M5 Critically review the plan, justifying necessary adaptations based on feedback or observations	



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Higher Nationals in

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EXAMPLE ASSESSMENT BRIEF

Unit: 24 Assessment and Care Support Planning

For use with the Higher National Diploma in Social and Community Work

Assessment Brief Number: 1

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	24 Assessment and Care Support Planning
Academic Year	
Unit Tutor	
Assignment Title	Methods of Case Management and Care Planning
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

The task should take the form of an information booklet that describes methods of case management in social and community work practice. It should explore the key features of case management and go on to explore methods of care planning that promote and coordinate helpful and purposeful practice. You will be expected to present this information booklet to an audience, evaluating the benefits to different stakeholders of effective case management and care planning.

There should be an exploration of the content of care plans and consideration of how effective and flexible arrangements to support the progressive development of case management.

The booklet should be submitted in PDF format and can include relevant images, charts etc. The recommended word limit for booklet is 2,000 to 2,500 words, although you will not be penalised for exceeding the total word count.

Your presentation of the booklet should last no longer than 10 minutes.

Your work should be referenced in-text using the Harvard referencing system. You will also provide a reference/bibliography using the Harvard referencing system.



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Unit Learning Outcomes

LO1 Describe the role of assessment and eligibility in case management in social and community work practice

LO2 Explore methods of care planning that promote and coordinate helpful and purposeful practice

Assignment Brief and Guidance

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Scenario

Case management is an established tool in integrating services around the needs of individuals with long-term conditions. The care plan is at the heart of any case management programme. To help new members of staff understand this, you have been asked to produce a booklet and present it to the leadership team.

Activity

Produce an information booklet that describes methods of case management and care planning that promotes and coordinates helpful and purposeful social and community work practice, including the complexities of working in partnership. Your booklet should provide guidance on personalised care planning with an annotated example of a personalised care plan for a specific case study of an individual. The booklet will be presented to the leadership team.

During your presentation, you will evidence criticality in evaluating the information provided in your booklet, justifying your conclusions regarding the use of care planning in achieving service user outcomes with reference to standards of practice; and the benefits to individuals, professionals and organisations of effective case management and care planning.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Describe the role of assessment and eligibility in case management in social and community work practice		D1 Critically evaluate the benefits to the individual, professionals and organisations of effective case management and care planning.
P1 Explain the importance of effective case management.	M1 Evaluate the complexities of working in partnership to ensure effective case management.	
P2 Discuss the key features of case management, including assessment and eligibility.		
LO2 Explore methods of care planning that promote and co-ordinate helpful and purposeful practice		
P3 Discuss how different needs can be met through a care plan.	M2 Evaluate how care plans achieve agreed service user outcomes using professional, local and national standards of practice.	
P4 Investigate the review process and the need for a flexible approach to care planning.		



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EXAMPLE ASSESSMENT BRIEF

Unit: 25 Safeguarding Children, Young People and Vulnerable Adults

For use with the Higher National Diploma in Social and Community Work

Assessment Brief Number: 1

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	25 Safeguarding Children, Young People and Vulnerable Adults
Academic Year	
Unit Tutor	
Assignment Title	Safeguarding Children, Young People and Vulnerable Adults in Social Care Settings
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Two tasks—a report and a reflective account—will be submitted.

Task 1 will be a report to be used in a training session that assesses the challenges in addressing key factors that contribute to harm and abuse. Your report will include case studies that analyse the impact of legislation, policy and professional involvement in promoting safeguarding within your own organisation (**LO1 and LO2**).

Task 2 will consist of a reflective account of how working practice and strategies can promote positive partnership working (**LO3 and LO4**).

Each individual submission should be a word-processed document that includes headings, titles and captions, as appropriate. You can also include images, drawings and other visual material to support your work. A reference list or bibliography, formatted in the Harvard citation style, should be used.

The recommended word limit for each task is 2,000 to 2,500 words; however, you will not be penalised for exceeding the total word count.



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Unit Learning Outcomes

LO1 Explain the factors that contribute to abuse and harm

LO2 Review current legislation, policy and professional involvement relating to safeguarding for children, young people and vulnerable adults

Assignment Brief and Guidance

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Scenario

Social and community practitioners will encounter a variety of different service users, some of whom may require protection from abuse, exploitation, harm or neglect. Key areas of work for practitioners are in being able to identify the signs, situations and factors that can lead to abuse and the challenges practitioners face in addressing these circumstances. You are providing training for new members of staff to your organisation and would like for them to be able to take away some information to help them understand their role and the role of the workforce and services in addressing key factors that contribute to abuse and harm, and in safeguarding a range of service users. Your organisation is part of a group of social care providers, offering day-to-day and specialist support to people with long-term physical and mental health needs across the age spectrum, from children to older adults. The staff members you will be providing training to are likely to work with service users of different ages across the different organisations in the group.

Activity 1

You will produce a report that includes a set of materials for a training event designed to help new staff understand and assess the challenges in addressing key factors that contribute to harm and abuse and their role as part of a team involved in safeguarding service users of all ages.

Your report should critically assess the challenges faced by professionals and services in addressing the factors that contribute to abuse and harm. Your report should also include case studies of individuals of different ages that may be at risk of abuse, which highlight relevant legislation and explain how policy was applied as well as reflecting on examples from your own practice. Your case studies should also highlight the involvement of different professionals and their roles in supporting vulnerable individual(s). The materials in your report will include a detailed map that illustrates the relationship between key legislation and national policy related to safeguarding, and the policies and strategies implemented in your organisation.

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Unit Learning Outcomes

LO3 Explain how safeguarding can be effectively promoted through positive partnership working

LO4 Investigate working practice and strategies to minimise abuse and harm

Assignment Brief and Guidance

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Scenario

Over the years, the media has highlighted numerous cases where working practice has unfortunately led to instances of harm, neglect and abuse. This has very often been followed up by public inquiries that have led to a review of legislation and a change in policy and practice. As part of your Continuing Professional Development, you are going to meet with your supervisor to discuss your training needs with regards to safeguarding. This will involve reviewing your role as part of a team working across different organisations and with different individuals and ensuring that safeguarding principles and requirements of your organisation and profession are upheld. To prepare for your meeting, you need to produce a reflective account of your own practice that demonstrates your knowledge, skills and behaviours with regards to safeguarding, working in partnership with others.

Activity 2

This activity will consist of a reflective account of how working practices and strategies can promote positive partnership working.

In this activity, you will need to reflect on how working practices and strategies in your organisation have changed over a period of time. This may be as a result of a major incident that led to reform, or simply changes in legislation that has had an impact on practice and partnership working. Evaluate the impact of that change on working practices, and identify key strategies that then emerged or were devised to promote positive partnership working with respect to safeguarding individuals that access your service and minimising the risk of harm to them. You must use examples from your own practice to illustrate your understanding and application of the principles and requirements of safeguarding.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Explain the factors that contribute to abuse and harm		LO1 and LO2 D1 Critically assess the challenges for the social and community care workforce and services in addressing key factors that contribute to abuse and harm, and in safeguarding different individuals in different groups vulnerable to abuse.
P1 Analyse the factors that make some individuals more vulnerable to abuse than others and the types of abuse or harm they may experience. P2 Discuss the individual, social and cultural factors that contribute to abuse and harm.	M1 Review different real-life case study examples from across the lifespan in which abuse and harm have occurred, making suggestions for how the impact of contributing factors could be mitigated to prevent future occurrences.	
LO2 Review current legislation, policy and professional involvement relating to safeguarding for children, young people and vulnerable adults		
P3 Produce a detailed map of the relationship between key legislation and national policy relevant to safeguarding, and policies and strategies implemented at a local level. P4 Compare different approaches taken in the local community and social care services to implement key legislation.	M2 Reflect on ways in which professionals working in specific social or community services address the national standards and legislative requirements relating to safeguarding.	



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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO3 Explain how safeguarding can be effectively promoted through positive partnership working		LO3 and LO4 D2 Critically evaluate different working practices and strategies in terms of their effectiveness in promoting positive partnership working and minimising the risk of abuse and harm to individuals of different ages.
P5 Discuss the different types of partnership that are involved in safeguarding. P6 Analyse the influence that legislation has on effective partnership working across social, community and health services.	M3 Evaluate the impact legislation has on effective partnership working, giving case study examples to support own conclusions.	
LO4 Investigate working practice and strategies used to minimise abuse and harm		
P7 Describe how organisational policy and practice can minimise abuse and harm to children, young people and vulnerable adults. P8 Review the effectiveness of different strategies embedded through working practices in minimising the risk of abuse and harm.	M4 Critically reflect on own professional development in terms of how abuse and harm may be minimised through own personal and organisational working practice.	



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Higher Nationals in

Social and Community Work

EXAMPLE ASSESSMENT BRIEF

Unit: 26 Supporting Team and Partnership Working Across Health and Social Care Services

For use with the following qualifications:

Pearson BTEC Level 5 Higher National Diploma in Social and Community Work

Brief Number: 1

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	26 Supporting Team and Partnership Working Across Health and Social Care Services
Academic Year	
Unit Tutor	
Assignment Title	Working within partnerships
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Part A: A report which shows an understanding of the different types of roles involved with partnership working. This should be a word-processed document using Arial 12. The report should be referenced using the Harvard referencing system and a bibliography should be provided. The recommended word limit is 1000–1500 words.

Part B: is a presentation which should investigate partnership working and your own contributions to working as part of a team. The presentation can be in any format but should be 10–15 minutes. It should be referenced using the Harvard referencing system and the audience should be provided with a handout for future reference. You should also be prepared to answer questions from the audience. The recommended word limit is 1000–1500 words.

You will not be penalised for exceeding the recommended word limits.



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Unit Learning Outcomes

LO1 Differentiate between the role of a leader and the function of a manager

LO2 Discuss the role of partnership working across health, care and support services

LO3 Explore the outcomes of positive partnership working across health, care and support services

LO4 Examine own contributions to working as part of a team

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario:

As part of working within health and social care, it is vitally important that partnerships are formed to ensure that resources are used effectively and efficiently. People have different roles and responsibilities but also manage and lead others. You have just started working as a senior care assistant and need to show an understanding of the different roles and characteristics that this new role brings.

Activity:

Part A: Produce a report that critically reviews and evaluates the characteristics of effective management when working in partnership in health and social care environments.

Your report will define and compare the differences between the role of a leader and function of a manager in health and social care, critically reviewing the impact of relevant theories and concepts on effective management and partnership working in different care contexts.

Your report will evaluate the importance of working in partnership and how this can improve efficiencies for leaders and managers whilst still meeting partnership objectives and service users' needs. This will be in the context of a critical evaluation of the factors that may influence the health and social care environment and partnership working.

Part B: Produce and present an electronic presentation that critically evaluates your own role as a member of a health and social care team working in partnership across different health, care and support services.

To achieve this, you are required to carry out an investigation into the success of partnership working in your workplace setting and make recommendations for improvement. Your presentation will include an in-depth reflection on how you have contributed to the effectiveness of your team, and show how barriers have been overcome whilst identifying improvements that could be made to your own practice.

*Please access HN Global for additional resources support and reading for this unit. For further guidance and support on report writing please refer to the Study Skills Unit on HN Global www.highernationals.com



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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Differentiate between the role of a leader and the function of a manager		D1 Critically review different theories and approaches to leadership and their impact on effective management in care practice
P1 Compare the different roles and characteristics of a leader and a manager P2 Discuss the characteristics of leadership and management in terms of their role in effective partnership working	M1 Critically compare the role of a leader and function of a manager using a range of theories and concepts and in different care contexts	
LO2 Discuss the role of partnership working across health, care and support services		D2 Critically evaluate the factors that impact on the health and social care environment and partnership working
P3 Discuss the key approaches to partnership working and the role that leaders and managers play P4 Analyse the value of partnership working in achieving a high-quality service within legislative boundaries	M2 Evaluate how leaders and managers can improve efficiencies while successfully meeting partnership objectives and service users' needs	
LO3 Explore the outcomes of positive partnership working across health, care and support services		LO3 and LO4 D3 Critically evaluate own role as an effective member of a team working in partnership across different health, care and support services
P5 Discuss the impact of positive partnership working across different services on outcomes for service users	M3 Assess partnership working outcomes for all stakeholders across different services	
LO4 Examine own contributions to working as part of a team		
P6 Discuss how own contributions impact on the work of a team P7 Analyse own effectiveness in minimising barriers to effective team working	M4 Critically reflect on how to improve own personal contribution and minimise barriers to ensure the effectiveness of a team	



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EXAMPLE ASSESSMENT BRIEF

Unit: 27: Family Support and Intervention: Working with Children and Families

For use with the Higher National Diploma in Social and Community Work

Brief Number: 1

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	27 Family Support and Intervention: Working with Children and Families
Academic Year	
Unit Tutor	
Assignment Title	Principles and Strategies that Support Early Intervention with Children and Families
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Submission will take two formats: The first will be an individual report, and the second will be in the form of an electronic presentation.

Activity 1: Your report should be submitted as a word document. You are required to use headings, titles and captions where appropriate. You are encouraged to use images, drawings and other materials to support your work. The recommended word length is 1,500 to 2,000 words.

Activity 2: Your electronic presentation will be accompanied by written notes as well as audio voice-over. Notes should be detailed and referenced using the Harvard citation style. Recommended word count is 2,000 words. You will produce a bibliography and an appendix.



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Unit Learning Outcomes

LO1 Investigate the factors that can lead to family dysfunction and difficulties for the child and family

LO2 Review current strategies and theoretical principles aimed at supporting early intervention in work with children and families

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario

You are working in a setting that provides support to families and their children. The team leader has asked you to develop a set of training materials that could be used as teaching tools for new staff in providing effective support to children and families. They have asked that you produce two activities – a report and a presentation to accompany the training.

The report will provide an evaluation of the consequences of ineffective support and intervention for families and children.

The electronic presentation will evaluate the effectiveness of current strategies for early intervention and how they promote positive outcomes for children and families. It must be produced using appropriate software. Develop extended notes to support the presentation with referenced sources.

Activity 1

Develop a detailed report that critically evaluates the consequences of ineffective support and intervention for families and children by discussing factors that affect the way that parents/carers meet children's needs and assessment of how effective engagement will support families. Within the report include explanation of the underpinning sociological concept of families in contemporary society. The report should include images and diagrams and at least one activity, so it is suitable for use as a teaching tool.

Activity 2

Your presentation and accompanying notes will evaluate the effectiveness of at least two current strategies for early intervention used in your local area, and how they promote positive outcomes for children and families.



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Within the presentation you must:

- Assess the main theoretical principles that support early intervention in working with children and families
- Review current strategies that are aimed at early intervention approaches with children and families
- Evaluate how effectively theoretical principles are embedded in current strategies in early intervention strategies with children and families

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Investigate the factors that can lead to family dysfunction and difficulties for the child and family		D1 Critically evaluate the consequences of ineffective support and intervention for families and children.
P1 Explain sociological concepts of families in contemporary society. P2 Discuss factors that can affect the way in which parents/carers provide for the needs of their children.	M1 Assess how factors that affect the way in which parents/carers provide for the needs of their children are addressed through effective engagement with families.	
Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO2 Review current strategies and theoretical principles aimed at supporting early intervention in work with children and families		D2 Evaluate the effectiveness of current strategies for early intervention in enabling positive outcomes for families and children in own work setting.
P3 Review current strategies that are aimed at early intervention approaches with children and families. P4 Assess the main theoretical principles that support early intervention in working with children and families.	M2 Evaluate how effectively theoretical principles are embedded in current strategies in early intervention strategies with children and families.	



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Higher Nationals in
Social and Community Work

EXAMPLE ASSESSMENT BRIEF

Unit: 27: Family Support and Intervention: Working with Children and Families

For use with the Higher National Diploma in Social and Community Work

Brief Number: 2

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	27 Family Support and Intervention: Working with Children and Families
Academic Year	
Unit Tutor	
Assignment Title	Practice Portfolio on Long-Term Planning with Children and Families
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

This submission will take the form of a portfolio of evidence to include a description of a project/service development that you have taken an active role in supporting. A journal of your own involvement, reflective accounts; observation reports and copies of meeting minutes and witness testimony.

The file should show evidence of planning, reviews, attending wider participation meetings, liaison with partner agencies including commissioning teams and evidence of service-user feedback and participation.

Develop a summative report to address overall evaluation of the process. This work needs to be referenced and anonymised to maintain confidentiality.



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Unit Learning Outcomes

LO3 Discuss own role and contribution to long-term planning in supporting work with children and families

LO4 Reflect upon ways in which services work together in supporting the needs of children and families

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario

Within your placement experience/work role, you will be involved in supporting children and families as a part of their agreed care planning within the organisation you work for. You will evidence your involvement through a reflective journal and witness testimony evidence.

Activity

In addition to the evidence of your planning, attendance at meetings and liaison work, your portfolio will include evidence that you have provided appropriate support to a family within the remit of your own role and in accordance with the agreed care plan, including a discussion of the ways in which the children and family have responded to the approaches you used.

This evidence can include witness testimony/observation records, feedback from the child(ren) and family you have provided support to, feedback from your colleagues and/or supervisor on the support you have provided, your own notes for preparing for, engaging in, and reviewing the support you provided.

Your portfolio will also include reflective summaries that you have collated over a period of time, and on a regular basis, that critically reflect upon your own role and contributions in supporting the family as a part of a wider team approach. Within the reflective work, analyse your contribution to long-term assessment, planning and reviewing support for an identified family; and evaluate the barriers in promoting effective partnerships in intervention approaches.

Finally, your portfolio will include a detailed diagram or other illustrative tool, which explains of the roles and responsibilities of partner agencies and stakeholders in the work you do, and an assessment of your own role in supporting partnership approaches

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO3 Discuss own role and contribution to long-term planning in supporting work with children and families		D3 Critically reflect upon own role and contributions in supporting the family and child as a part of a wider team approach to effective work with children and families.
P5 Demonstrate how to provide appropriate support to a family or child within the remit of own role in accordance with an agreed care plan. P6 Discuss the ways that the child, parents and family have responded to the approaches used to provide support in own work setting.	M3 Analyse own contribution to the long-term assessment, planning and review of support for an identified family in own work setting.	
LO4 Reflect upon ways in which services work together in supporting the needs of children and families		
P7 Explain the roles and responsibilities of partner agencies and stakeholders in supporting families and children. P8 Assess own role in supporting partnership approaches with the family and child.	M4 Evaluate the barriers in promoting effective partnerships in intervention approaches in family and child support work.	



Pearson

Higher Nationals in

Social and Community Work

EXAMPLE ASSESSMENT BRIEF

Unit: 28 Building Relationships with Individuals in Marginalised Communities

For use with the Higher National Diploma in Social and Community Work

Brief Number: 1

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	28 Building Relationships with Individuals in Marginalised Communities
Academic Year	
Unit Tutor	
Assignment Title	Inequality, Injustice and Indifference: The Impact of Marginalisation
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Submission should be in the form of a written community profile. This should be submitted as a word-processed document using double spacing, with either Times New Roman or Arial font, size 12. You should use subheadings, as appropriate, for different sections. The recommended word length is 2,000 to 2,500 words. A full reference list of all sources used must be provided.



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Unit Learning Outcomes

LO1 Review the factors contributing to marginalisation within communities

LO2 Assess the impact of marginalisation on individuals within communities

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario

You are a community worker employed by a new organisation established to address factors contributing to marginalisation within the local community and to support the community in finding solutions. The organisation requires a background report in the form of a community profile to support its work, which discusses the factors that contribute to marginalisation of communities and the impact of the resulting social exclusion, focusing on the identified specific local community.

Activity

Produce an evaluative community profile that includes the factors leading to, and impact of, marginalisation in your local area, covering the following sections:

- A discussion of the range of communities vulnerable to marginalisation
- A review of the economic, cultural and geographical factors that contribute to marginalisation, including an analysis of the intersectionality of factors and the factors that may help reduce a community's vulnerability
- A review of the impact of marginalisation on the physical and mental health and wellbeing of individuals within the community
- A discussion of the contribution marginalisation may make to the isolation, social exclusion and radicalisation of individuals
- A summative critical evaluation of these factors and the impact on the identified community.

The profile must provide both primary and secondary evidence of both the factors leading to, and the impact of, marginalisation—on the community as a whole, on individuals in that community, and the implications for wider society. Sources of primary evidence must include individuals and groups in the community identified.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Review the factors contributing to marginalisation within communities		D1 Critically evaluate the factors leading to, and impact of, marginalisation on a community within own locale.
P1 Discuss the range of communities that may be vulnerable to marginalisation.	M1 Analyse how factors intersect and increase the risk of marginalisation.	
P2 Review the economic, cultural and geographical factors that contribute to marginalisation.		
LO2 Assess the impact of marginalisation on individuals within communities		
P3 Review the impact of marginalisation on the health and wellbeing of individuals within a community.	M2 Analyse the protective factors that reduce vulnerability to marginalisation.	
P4 Discuss the role of marginalisation in the 'radicalisation' of individuals.		



Pearson

Higher Nationals in

Social and Community Care

EXAMPLE ASSESSMENT BRIEF

Unit: 29 Commissioning Projects and Services

For use with the Higher National Diploma in Social and Community Work

Brief Number: 1

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	29 Commissioning Projects and Services
Academic Year	
Unit Tutor	
Assignment Title	The Commissioning Cycle in Social and Community Work
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Task 1: Develop a detailed and structured report. Ensure that you carefully research information using current and local information. The report needs to be suitably referenced throughout with a thorough bibliography using the Harvard citation style. This should be submitted as a Microsoft Word (.doc or .docx) document. You are required to use headings, titles and captions where appropriate. You are encouraged to use images, drawings and other materials to support your work. The recommended word length is 1,500 to 2,000 words..



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Unit Learning Outcomes

LO1 Investigate the process of the commissioning cycle in developing projects and services in care

LO2 Review partnership approaches in ensuring that services and projects meet the needs of individuals requiring the service

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario

As a senior carer, you are aware that all aspects of service delivery are commissioned through the local authority commissioning team in social care. They often work alongside clinical commissioning groups in health services.

You have been invited to contribute to the local consortium group as a representative for the organisation with which you work. This group meets monthly to discuss opportunities for service development and to share and address service provision issues with the local commissioning team. Prior to attending the meeting, you will undertake research into ways that local commissioning teams work and the partnerships they support.

Activity

You will develop a report to present to the group that critically reviews the partnerships that support the commissioning process for the development of local services in your area, through an evaluation of the effectiveness of these processes in meeting individual and community needs.

The report will:

- Expand upon a critical analysis of the commissioning cycle with reference to governmental influences, including an explanation of the role of research in commissioning social and community care services
- Include a discussion of the relationship between the process and cycle of commissioning and a review of the benefits of joint commissioning as a part of the commissioning process
- Make an assessment of how the service user is involved in the process and critically discuss the challenges of joint commissioning

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Investigate the process of the commissioning cycle in developing projects and services in care		D1 Evaluate the effectiveness of processes for commissioning of services in social and community care in supporting individual and community needs.
P1 Explain the role of research in the effective commissioning of social and community care services. P2 Discuss the relationship between the process and cycle of commissioning of social and community care services.	M1 Critically analyse governmental influences on the process of commissioning social and community care services.	
LO2 Review partnership approaches in ensuring that services and projects meet the needs of individuals requiring the service		D2 Critically review the partnerships that supported the procurement, contracting and commissioning of service provision in own locale.
P3 Review the benefits of joint commissioning approaches in development of local services and projects. P4 Assess the ways that the commissioning of the service provision has involved the service user.	M2 Critically discuss challenges that can be encountered in joint commissioning of services.	



Pearson
Higher Nationals in
Social and Community Care

EXAMPLE ASSESSMENT BRIEF

Unit: 29 Commissioning Projects and Services

For use with the Higher National Diploma in Social and Community Work

Brief Number: 2

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	29 Commissioning Projects and Services
Academic Year	
Unit Tutor	
Assignment Title	Commissioning Project Development
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

You will develop this assignment as a portfolio of evidence to include a description of the project/service development within which you work. A journal of your own involvement, reflective accounts, observation reports and copies of meeting minutes and witness testimony.

The file should show evidence of planning, reviews, attending wider participation meetings, liaison with partner agencies including commissioning teams and evidence of service user feedback and participation.

Develop a summative report to address overall evaluation of the process. This work needs to be referenced and anonymised to maintain confidentiality.



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Unit Learning Outcomes

LO3 Contribute to the development of a project in social and community care in response to commissioning requirements

LO4 Support the individual to participate in contributing to the decision-making process in commissioning of projects and services

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario

Within your placement experience/work role, you will be aware of and involved in project development work within the organisation. You will evidence your involvement through a reflective journal and witness testimony evidence.

Activity

Actively participate in a project or development of a service within your own role and develop evidence as a part of a professional practice portfolio.

Develop reflective summaries on a regular basis and evaluate the commissioning of the service based on service-user involvement and needs analysis. You should reflect in your summaries your own role in supporting the commissioning cycle and evaluate the potential decision-making models used in the project/service development.

You will need to demonstrate your own involvement in the project/service, and participation in planning, by assessing audit trails that are required as a part of the contractual agreement between commissioners and the project or service.

As a part of the project/service development, you will provide evidence of how you have supported users of the service to participate in at least one forum set up by the commissioning team and promoted the development of accessible information suitable to the needs of the individuals accessing the service.

Your evidence will include a written assessment of how the service user is involved in the process that also critically discusses the challenges of joint commissioning.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO3 Contribute to the planning or a project or delivery of a service in social and community care in response to commissioning requirements		LO3 and LO4 D3 Critically evaluate the effectiveness of a recently commissioned project or service in reflecting service user involvement and meeting their needs.
P5 Actively participate in the planning of a project or review of a service that has been commissioned in own work placement organisation. P6 Assess the audit trail required to meet the terms of the contract for the commissioned project or service.	M3 Reflect on the effectiveness of own role in actively contributing to processes that support the commissioning cycle.	
LO4 Support service user involvement in the decision-making process in the commissioning of projects and services		
P7 Demonstrate how to support the participation of individual service users in an identified phase of the commissioning process to inform service development or review. P8 Promote the development of accessible information to inform the individual of the commissioning processes and their involvement in decision making processes.	M4 Evaluate the potential decision-making models that could be used in the commissioning of projects and services within a local organisation.	



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Higher Nationals in
Social and Community Work

EXAMPLE ASSESSMENT BRIEF

Unit: 30 Community Development Practice

For use with the Higher National Diploma in Social and Community Work

Brief Number: 1

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	30 Community Development Practice
Academic Year	
Unit Tutor	
Assignment Title	Making a Difference through Community Development Projects
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Submission should be in the form of an electronic visual presentation with written notes as well as audio voice-over. Notes should be detailed and referenced using the Harvard citation style. Recommended word count is 2,000 words. You will produce a bibliography and an appendix. Your presentation should last no longer than 20 minutes.



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Unit Learning Outcomes

LO1 Explore approaches to community development

LO2 Examine community development projects with local communities

Assignment Brief and Guidance

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Scenario

You are working with your local council on the 'Make A Difference' project whose purpose is to encourage people to volunteer for local community development projects and enhance the lives of different communities. As part of your role, you have been asked to make a presentation to a group of new potential volunteers on the projects available in your local area to enable them to select at least one project to which they would be willing to volunteer their time.

Most of the people attending your presentation have no idea about community development and why local community development projects matter to the local and global communities. It is your role to give them an in-depth understanding of different approaches to community development in local projects and how the projects link to local and global priorities, as well as to promote inclusivity through meeting the needs of communities who are vulnerable to inequality in your local area.

You need to give them enough information for them to make an informed decision about the projects for which they would like to volunteer.

Activity

Develop a visual electronic presentation with accompanying handout notes and audio to critically reflect on the approaches taken by different local projects to address a range of local and global community development priorities through their community development activities. You will ensure you cover a breadth of priorities in your introduction, then focus in on the priorities that are of particular import to your local communities or the organisation for which you work.

As part of your presentation, you will provide a critical evaluation of the projects in terms of their evidencing equality of opportunity and meeting the needs of local communities. This evaluation will consider the range of communities in your locale that are vulnerable to experiencing inequality and discuss how the identified projects address their needs, leading to a recommendation of the projects that you think best meet the needs of communities in your locale, enable equality of opportunity and promote inclusivity.

Your evidence should consist of both primary and secondary sources of research, particularly in reference to reviewing the needs of the communities identified, and include reference to your own experience of working with at least one of the communities and projects identified.



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Following your presentation, you are expected to gather feedback from your audience on their understanding of the information provided, and if they are able to make an informed decision based on your presentation on which project they intend to volunteer for and why.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Explore approaches to community development		D1 Critically reflect on the responsiveness of different approaches to community development in addressing local and global priorities.
<p>P1 Analyse how community development values are reflected in different community development activities in own locale.</p> <p>P2 Explain how global priorities can be addressed using different approaches to community development.</p>	<p>M1 Evaluate the effectiveness of different approaches to community development in meeting local and global priorities.</p>	
LO2 Examine community development projects with local communities		D2 Critically evaluate the effectiveness of current community development projects in evidencing equality of opportunity and meeting the needs of local communities.
<p>P3 Review the needs of vulnerable communities in own locale.</p> <p>P4 Discuss the ways in which community development projects can support equality of opportunity and promote inclusivity.</p>	<p>M2 Recommend community development projects that enable equality of opportunity in meeting the needs of communities in own locale.</p>	



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EXAMPLE ASSESSMENT BRIEF

Unit: 30 Community Development Practice

For use with the Higher National Diploma in Social and Community Work

Brief Number: 2

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	30 Community Development Practice
Academic Year	
Unit Tutor	
Assignment Title	Role of Social or Community Worker in Facilitating Projects and Working in Partnership
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

This submission will be in the form of a detailed and referenced reflective report. The report is a critical review and needs to contain balanced arguments, observations and self-reflection. Include evidence of the planning, facilitation and development of the project and your involvement. Ensure that any identifying information is fully redacted to exclude organisational logos, regional identification and names.

You will need to seek permission of the manager as well as the group on which you base your case study. Full confidentiality must be maintained throughout the report.

The report should be referenced and link to research, current practices, standards and expectations. A full bibliography must be included. All content will be supported by underpinning knowledge and application.



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Unit Learning Outcomes

LO3 Review the role of the social or community care worker in facilitating projects that support community development

LO4 Reflect upon the contribution of own role in supporting partnership approaches in community development

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario

Within your own work role take part in contributing to and implementing the development of a community project.

Activity

Task 2

Develop a detailed, critically reflective summary and portfolio of evidence of your involvement in working as a part of a team in facilitating local community development work. Within the reflective report you will critically reflect upon the ways that your own role has developed and contributed to effective partnership work and positive outcomes for a community development project.

Within the report you will include:

- Assessment of the impact of the factors that influence the facilitation of the project
- Discussion of the processes and challenges involved in planning and implementing a project with analysis of your contribution to the wider partnership arrangements
- Explanation of the different roles of workers and agencies that facilitate and support the project work and assessment of the benefits of partnership working and equal partnerships

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO3 Review the role of the social or community care worker in facilitating projects that support community development		LO3 and LO4 D3 Critically reflect upon the ways that own role has developed and contributed to effective partnership work and positive outcomes for a community development project.
P5 Explain the roles of different social and community care workers in facilitating a local community development project. P6 Assess the impact of factors that influence the facilitation of a project in own work with local communities.	M3 Discuss the processes and challenges involved in planning and implementing a project and ways to overcome these.	
LO4 Reflect upon contribution of own role in supporting partnership approaches in community development		
P7 Explain the roles of different agencies in enabling community development projects. P8 Assess the benefits of partnership working and equal partnerships in project development.	M4 Analyse own role and contributions to wider partnership arrangements within community development.	



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EXAMPLE ASSESSMENT BRIEF

Unit: 31 From Conflict to Resolution

For use with the Higher National Diploma in Social and Community Work

Brief Number: 1, 2, 3

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	31 From Conflict to Resolution
Academic Year	
Unit Tutor	
Assignment Title	Resolving Conflict in Practice
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

The presentation form will consist of a report, an executive summary of a strategy and a reflective account with accompanying recorded evidence of interactions.

Written submissions should be word-processed documents, and you may use headings, titles and captions, as appropriate. You can also include images, drawings and/or other visual material to support your work. A reference list or bibliography should be included using the Harvard citation style. The recommended word limit for each of the report and the executive summary is 1,500 to 2,000 words; however, you will not be penalised for exceeding the total word count.



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Unit Learning Outcomes

LO1 Explain the context of conflict and the models used to resolve conflict

Assignment Brief and Guidance

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Scenario

You are working in a residential home with adolescents who have been in foster care; and are now being transitioned into the home in which you work. You are working with these adolescents to support their transition and help them manage the change they are experiencing.

You are presenting an interactive session that will give them strategies to be able to deal with challenging relationships, and in seeking work.

Activity 1

Prepare a formal written report that critically evaluates the context of conflict and the models used to resolve conflict in social and community care environments. Your report must include real case scenarios from social or community care and may draw on your own experience, whether that is from work or community experience.

Unit Learning Outcomes

LO2 Examine the role of advocacy and empowerment in conflict situations

Assignment Brief and Guidance

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Scenario

Advocacy promotes equality, social justice, social inclusion and human rights. It aims to make things happen in the most direct and empowering ways possible. Empowerment is designed to increase the degree of autonomy in people and in communities. The outcome of both advocacy and empowerment is promoting self-determination.



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Activity 2

Prepare a written executive summary of a strategy you have developed designed to improve the effectiveness of a local service in addressing conflict, or situations of conflict, through service user advocacy and empowerment. Your report will draw on your own experience whether that is from work or community experience in terms of how you or others have promoted advocacy and empowerment in conflict situations and will focus on the effectiveness of the strategies used.

Your executive summary should consist of the following sections.

Service: details of the service, including the type of service they provide and how they currently promote service user advocacy and empowerment (or not).

Introduction: summary of the issue you are trying to address in your strategy including:

- The service you are focusing on
- Comparison of the service you are focusing on to what national and local advocacy services do to address individual and group situations of conflict
- The situation(s) of conflict faced by the service you are trying to improve and why
- The evidence you have of their current effectiveness in promoting service user advocacy/empowerment (or not).

Objective of the Plan: This should be SMART and clearly linked to improving the effectiveness of the service in promoting service user advocacy and involvement when addressing situations of conflict.

Risks and Opportunities: What are the challenges that may be faced in implementing your strategy and achieving your objective? What do you see are the potential benefits for the service, service users and/or wider community through your approach? Focus on issues of conflict and conflict resolution throughout, and provide evidence from a range of sources to support your points.

The Strategy: What strategies will be used to achieve your objective, taking into account the risks and opportunities identified? What evidence do you have that these strategies have been and will be effective and how will they translate to achieving your overall objective?

Resources needed: What resources, including physical and human resources, are needed to implement the plan?

Conclusion: Include a summative statement on the strategy, your objective and how it meets the needs of the service and service users.



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Unit Learning Outcomes

LO3 Explore the role of mediation in resolving conflict in social and community care organisations

LO4 Reflect on own skills in mediating and resolving conflict

Assignment Brief and Guidance

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Scenario

You are a supervisor of a large team of community workers supporting a range of carers and their families in a rural area. Tina, a new team member, is very ambitious and eager; however, you have noticed that sometimes she can be overly critical of some of the other team members. Six months later, Naeem, an experienced team member, asks to speak to you regarding Tina. He alleges that she has been bullying him and others to take on duties that she does not want to do. You dislike these types of situations and in particular the 'B' word. But what do you do—ignore it and hope it goes away, pass it onto HR or deal with it and try to maintain an effective team?

Activity 3

Produce a critically reflective account of the skills and approach you have used in practical interactions in social or community care-related environments to resolve two different situations of conflict. At least one of these interactions will be related to the scenario, and observed and assessed by your tutor/assessor. A video and/or audio recording of at least one of the interactions must be submitted as evidence, as well as your reflective account. If you are using a situation from your workplace, you must obtain the consent of the parties involved and of your supervisor and manager to record the interaction and use the evidence in your submission. In your reflective account, you should accomplish the following tasks.

- Justify your use of different techniques, including mediation, in resolving conflict. Your justification should reflect on alternative tools and techniques that could be used in situations of conflict.
- Critically reflect on the effectiveness of your use of different and specific skills and techniques to address the challenges faced.
- Critically reflect on how your own skills and approach contribute to your career pathway towards becoming an effective practitioner in your chosen area of social or community work.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Explain the context of conflict and the models used to resolve conflict		D1 Critically evaluate the context of conflict and the effectiveness of the models used in real case scenarios.
P1 Explain how the different levels of conflict occur in social or community care environments. P2 Comparatively discuss models used in resolving conflict.	M1 Justify the use of different models of resolving conflict at different levels.	
LO2 Examine the role of advocacy and empowerment in conflict situations		D2 Produce a strategy to improve the effectiveness of a local service in promoting service user advocacy and empowerment in own locale.
P3 Explain how national and local advocacy services operate to address individual and group situations of conflict. P4 Analyse different approaches to empowering service users to address conflict in own locale.	M2 Evaluate the effectiveness of strategies to empower and advocate on behalf of service users in own locality with regards to a current situation of conflict.	
LO3 Explore the role of mediation in resolving conflict in social and community care organisations		D3 Critically reflect own skills and approach to mediating and resolving conflict towards becoming an effective social or community work practitioner.
P5 Explain the purposes of the use of mediation in resolving conflict. P6 Discuss different situations in which mediation may be an effective way to resolve conflict.	M3 Justify the use of mediation in situations to resolve conflict in comparison to other tools and techniques.	
LO4 Reflect on own skills in mediating and resolving conflict		
P7 Apply appropriate skills to resolving situations of conflict using different techniques. P8 Analyse how own attributes and skills contributed towards the resolution of a situation of conflict.	M4 Reflect on the effectiveness of own use of different skills and techniques to address challenges faced in resolving conflict.	



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Higher Nationals in

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EXAMPLE ASSESSMENT BRIEF

Unit: 32 Team and Individual Leadership: Mentoring and Coaching Others

For use with the following qualifications:

Pearson BTEC Level 5 Higher National Diploma in Social and Community Work

Brief Number: 1, 2

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	32 Team and Individual Leadership: Mentoring and Coaching Others
Academic Year	
Unit Tutor	
Assignment Title	Critically review the effectiveness of relevant theories and principles of team and individual leadership, coaching and mentoring in healthcare
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Submission is in the form of an individual report, which should be written in a concise, academic style throughout. You are required to make use of headings, paragraphs and subsections as appropriate. All work must be supported with research with references and bibliography using the Harvard referencing system. The recommended word limit is 2000–2500 although you will not be penalised for exceeding this (within the 10% margin rule).



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Unit Learning Outcomes

LO1 Review theories and principles of team and individual leadership, mentoring and coaching in health and social care

LO2 Explore how mentorship, through mentoring and coaching practices, can benefit individuals and organisations in care environments

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario:

You will be required to write a critical review of relevant theories and principles of team and individual leadership, coaching and mentoring in social and community work. This will include evaluating benefits of mentorship through coaching and mentoring to individuals and organisations within the health and social care, or community care environment.

Activity:

Your report should demonstrate clear understanding and critical analysis of key theories, underpinning principles, approaches and styles. Your report should also demonstrate understanding of the difference between coaching and mentoring and be able to clearly define both. It should also highlight a range of coaching and mentoring models and principles. In addition, your report should carefully examine the benefits of coaching and mentoring within social and community work, how leadership impacts on being an effective coach and mentor, and how these tools can improve individual, team and organisational performance.

The report should include:

- A description of the organisation and your role
- A critique of leadership, coaching and mentoring theories, models, approaches, principles and styles
- A demonstration of how to apply this to effective coaching and mentoring practice
- A discussion of the benefits and challenges, own opinions, and evidence-based conclusions
- Reflective writing regarding the use of theories, approaches and styles within own practice where relevant or in own workplace or setting.

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Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	32 Team and Individual Leadership: Mentoring and Coaching Others
Academic Year	
Unit Tutor	
Assignment Title	Practical mentorship placement evaluation report
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Submission is in the form of an individual report, which should be written in a concise, academic style throughout. You are required to make use of headings, paragraphs and subsections as appropriate. All work must be supported with research with references and bibliography using the Harvard referencing system. The recommended word limit is 2500–3000 although you will not be penalised for exceeding this (within the 10% margin rule). The report should include an appendix, which provides evidence (e.g. artefact evidence, planning and observation records, witness testimony, mentee feedback) of your use of mentoring and/or coaching techniques in practice in your workplace setting.



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Unit Learning Outcomes

LO3 Apply mentoring and coaching techniques to support mentorship of individuals in care environments

LO4 Review own leadership and mentoring practice in a care environment

Assignment Brief and Guidance

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Scenario:

You will be required to produce a written end-of-placement mentorship evaluation report. Evaluation is a process of collating, recording, organising, analysing, reviewing and critically examining information about the work completed. It should be presented in an academic, written report format.

Activity:

Your report should include:

- An executive summary (no more than one page)
- An introduction/field work description i.e. coaching or mentoring pathway
- A methodology/literature overview
- Critical reflection i.e. the cycle and content of reflections on own practice throughout the report or as a separate section, why you chose coaching or mentoring, what you enjoyed, how you applied leadership to your chosen pathway, what was effective, what were the impacts, what was challenging, how you overcame barriers, what went well, what you would do differently, what did you learn about yourself, what was your coachee or mentee's experience and feedback about your practice, what was others' feedback (including line managers or peers)
- Presentation of the findings, evidence-based supporting research, case study or other practical examples of coaching or mentoring practice, including excerpts from learning logbooks
- Consequential thinking and critical analysis throughout the body of the report
- Convincing arguments
- A discussion of risk management, ethics, objectivity, validity and reliability, diversity and inclusion, legislation, policy and rights
- A discussion of impact/effectiveness
- Conclusions and responses from others i.e. management, patients, peers, care staff
- A discussion of whether the desired objectives were achieved
- Lessons learned and evidence-based recommendations.

Please note the above list is not exhaustive.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Review theories and principles of team and individual leadership, mentoring and coaching in health and social care		D1 Assess the impact of theories, and principles of team and individual leadership, on own style of coaching and mentoring as applied in practice
P1 Compare relevant theories of team and individual leadership in relation to practice in care environments P2 Discuss models of coaching and mentoring in relation to supporting practice in care environments	M1 Analyse own approach to coaching or mentoring other workers in a care environment in a leadership role	
LO2 Explore how mentorship, through mentoring and coaching practices, can benefit individuals and organisations in care environments		D2 Critically review the effectiveness of own leadership and mentoring practice in supporting the development of workers in own care setting
P3 Discuss the impact of mentorship strategies on practice in organisations P4 Discuss the impact of mentorship strategies on workers receiving this support	M2 Debate the benefits of coaching and mentoring for individuals and organisations in different care environments	
LO3 Apply mentoring and coaching techniques to support mentorship of individuals in care environments		D2 Critically review the effectiveness of own leadership and mentoring practice in supporting the development of workers in own care setting
P5 Create a plan for the delivery of a series of practical mentoring sessions within own work setting to support care assistants P6 Discuss how communication theories are reflected in the plan to provide effective support to care assistants	M3 Implement a series of planned, informal mentoring sessions to support care assistants in own setting, using different theories of communication M4 Reflect on the impact of barriers on the experience of care assistants being mentored	
LO4 Review own leadership and mentoring practice in a care		



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environment		
P7 Discuss own leadership and or mentoring styles as applied in practice within own workplace setting P8 Examine the impact of own leadership and mentoring on the practice of own mentee	M5 Review the impact of own leadership and mentoring style on own practice and that of others	



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Higher Nationals in

Social and Community Work

EXAMPLE ASSESSMENT BRIEF

Unit: 33 Social and Community Services in Criminal Justice Practice

For use with the Higher National Diploma in Social and Community Work

Brief Number: 1

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	33 Social and Community Services in Criminal Justice Practice
Academic Year	
Unit Tutor	
Assignment Title	Does the Criminal Justice Process Work? A Case Study Analysis
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Submission is in the form of an individual written case study analysis. This should be written in a concise, formal academic style using 1.5 spacing and font size 12. You are required to make use of headings, paragraphs and subsections as appropriate, and all work must be supported with research and referenced using the Harvard citation style. Use appropriate case studies, organisational examples and academic theory to support your findings. Please also provide a bibliography using the Harvard citation style. The recommended word limit is 1,500 to 2,000 words, although you will not be penalised for exceeding the total word limit.



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Unit Learning Outcomes

LO1 Examine the criminal justice system

LO2 Investigate how social and community workers support the criminal justice process

Assignment Brief and Guidance

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Scenario

You are a trainee assistant social worker working in adult care. As part of your training, you are to be placed in a secure residential facility for the rehabilitation of offenders. The offenders in the facility were all sentenced for a specific offence. A month prior to your beginning your placement, your supervisor has asked that you prepare a case study analysis to demonstrate your knowledge and understanding of how the criminal justice process addresses crime, with a specific focus on the offence the residents at the centre you will be working at have been convicted of, and the contribution of social and community workers to it.

Activity

Produce a critically evaluative written case study analysis of a specific and current criminal offence. Using an identified case study of an individual's experience through the process, your analysis will critically evaluate the effectiveness of the Criminal Justice System (CJS) in addressing the offence. Your analysis will include consideration of the structure and workings of the CJS; the roles, functions and responsibilities of the organisations and practitioners within it; and how social and community workers support the criminal justice process, including a critical assessment of the advantages and disadvantages to their role(s).

Use appropriate diagrams, additional case studies, organisational examples and academic theory to support your findings throughout. You should also include evidence from primary sources of evidence to support your points.

Your evaluation will reach a conclusion regarding the effectiveness of the CJS in addressing the specifics of the offence, specifically considering the support provided by social and community workers at each stage.

You must ensure that confidentiality is maintained throughout your submission, including gaining permission for the use of any identifying details of the individual(s) referred to in the analysis. If there are identifying details that you have not been given explicit permission to reference, you must ensure the anonymity of the individuals involved.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Examine the criminal justice system		LO1 and LO2 D1 Critically evaluate the processes involved in addressing a specific and current criminal offence, including support provided by social and community workers at each stage.
P1 Explain the role and responsibilities of a range of public services and related organisations involved in the criminal justice process. P2 Examine the purpose of sentencing offenders, appropriately discerning the relationship between the type of sentence and its aims.	M1 Critically examine how organisations involved in the criminal justice process work together, giving specific examples.	
LO2 Investigate how social and community workers support the criminal justice process		
P3 Explain the different roles and responsibilities of practitioners working within the criminal justice process.	M2 Critically assess the advantages and disadvantages of the role of social and community workers working within the criminal justice process.	



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EXAMPLE ASSESSMENT BRIEF

Unit: 34 Developing Opportunities for Social Investment

For use with the Higher National Diploma in Social and Community Work

Brief Number: 1

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	34 Developing Opportunities for Social Investment
Academic Year	
Unit Tutor	
Assignment Title	Promoting a Cause and Raising Funds
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

There will be two submissions: a project proposal and an electronic presentation of the proposal.

You will submit a project proposal for a fundraising activity to support an identified cause related to community work practice, which includes a plan for a specific exercise towards raising funds and consideration of how to make fundraising a sustainable activity as part of an organisation's overall strategy.

The recommended word limit for the proposal is 3,000 to 3,500 words, although you will not be penalised for exceeding the total word count.

To support your proposal, you will present to an audience your plan to gain support for the exercise. You will present using appropriate software. Your presentation is expected to take no longer than ten minutes, with an additional five minutes allocated to questions from your audience. The presentation slides and speaker notes should be submitted alongside your proposal. You are required to make effective use of headings, bullet points and subsections as appropriate.

The recommended word limit for the presentation is 1,000 to 1,500 words, including speaker notes, although you will not be penalised for exceeding the total word count.

Your work should be referenced using the Harvard citation style. Please also provide a reference list/bibliography using the Harvard citation style.



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Unit Learning Outcomes

LO1 Explain the value and purpose of networking to create social investment opportunities

LO2 Assess skills and competences required to develop a case for a potential fundraising exercise

LO3 Explore the steps needed to successfully develop opportunities for social investment

LO4 Develop a plan for a potential fundraising exercise on a chosen cause in community work practice

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario

You work for a charity that relies on voluntary contributions and grants to be able to provide information, advice, guidance and support for a specific cause.

You have returned from a local fundraising event at your friend's children's school and you were amazed at the organisation that took place and the funds they were able to raise for a new unit for children with specific learning needs. You have discussed this with your manager who is keen for you to explore this avenue to attract much-needed investment in your charity. She has tasked you with putting together a proposal, including a plan for a specific exercise, and is expecting you to lead this and future fundraising activity for the organisation, if your exercise is successful. You will be expected to present your plan towards achieving the objectives of your proposal to potential investors, who will be deciding on whether or not to support your plan, and your role in leading the exercise.

Activity 1

Produce a project proposal for fundraising activity to generate additional investment in your organisation, focused on a specific cause you have identified. Your proposal will critically examine what social investment means and the specific causes and issues that could benefit in areas of practice. It will discuss the cause you have chosen, and why you have selected it, making comparisons between the identified cause and other causes and issues that could have been selected.

It will consider how networking can contribute to this activity, including how to identify and establish networks and networking opportunities specific to the cause for which you are raising funds. Your report should include the skills and competences required, including the characteristics that make others want to donate.



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The proposal will include a SMART plan for a fundraising exercise for the cause identified. Your plan will identify donors and outline key management strategies you would need to adopt, including human and physical resources. Your plan should identify how you will gain support for your initiative and develop and maintain relationships with key donors and supporters.

Activity 2

You will present your plan to an audience. Your presentation will focus on your role in implementing the activity—how your skills, values and behaviours put you in a good position to lead the exercise and take forward the organisation in other fundraising activities. You will need to justify the plan, including a critical review of the approaches you intend to take to gain investment in relation to securing positive outcomes for the group identified. The Q&A session following your presentation will require you to further critically examine how your own skills and competences, including your networking capabilities, make you suitable for the role. You will be expected to include real-world examples to support your conclusions.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Explain the value and purpose of networking to create social investment opportunities		LO1 and LO2 D1 Critically examine how own skills and competences can support the development of relationships through networking to raise funds for a specific cause and achieve positive outcomes for a local community.
P1 Discuss the specific purposes of networking in establishing support for social investment. P2 Explain why specific causes and issues may benefit from fundraising.	M1 Assess the value of networking in developing positive relationships that enable social investment and other funding opportunities.	
LO2 Examine skills and competences required to develop a case for a potential fundraising exercise		
P3 Analyse own skills, values and behaviours in relation to the skills and competences required to develop relationships and fundraise. P4 Discuss how to take into account networking considerations and issues affecting others' propensity to donate in a fundraising exercise for a specific cause.	M2 Evaluate how skills and competences needed to fundraise can address networking considerations and issues affecting others' propensity to fund a specific cause.	
LO3 Explore the steps needed to successfully develop opportunities for social investment		LO3 and LO4 D2 Critically review the effectiveness of practical approaches to enabling social investment, considering their achievement of positive
P5 Explain the steps needed to support a plan for social investment through fundraising activity. P6 Discuss how to ensure	M3 Critically discuss strategies to develop fundraising initiatives that include the involvement of potential funders.	



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<p>fundraising. funders are kept involved in funded causes, organisations or services post-fundraising.</p>		<p>outcomes for communities and relationship to own professional development.</p>
<p>LO4 Develop a plan for a potential fundraising exercise for a chosen cause in community work practice</p>		
<p>P7 Develop a plan for a fundraising exercise for a cause in a chosen area of community development. P8 Review potential impact of fundraising activity on the specific cause selected.</p>	<p>M4 Evaluate own plan for a specific fundraising exercise, reflecting on the potential for enabling social investment and improving outcomes for individuals in own community.</p>	



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EXAMPLE ASSESSMENT BRIEF

Unit: 35 Youth Justice: Gangs and Serious Youth Violence

For use with the Higher National Diploma in Social and Community Work

Brief Number: 1

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	35 Youth Justice: Gangs and Serious Youth Violence
Academic Year	
Unit Tutor	
Assignment Title	Youth Crime and the Role of Social and Community Workers in Addressing Involvement in Gangs or Serious Youth Violence
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Submission is in the form of an individual written report. This should be written in a concise, formal academic style using 1.5 spacing and font size 12. You are required to make use of headings, paragraphs and subsections as appropriate, and all work must be supported with research and referenced using the Harvard citation style. Use appropriate case studies, diagrams, organisational examples and academic theory to support your findings. Please also provide a bibliography using the Harvard citation style. The recommended word limit is 3,000 to 3,500 words, although you will not be penalised for exceeding the total word limit.



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Unit Learning Outcomes

LO1 Explain the role of the youth justice system in addressing the impact of gangs and serious youth violence

LO2 Examine the role of social and community workers in youth justice practice addressing gangs and serious youth violence

LO3 Assess risk and protective factors for juvenile offending

LO4 Apply an appropriate strategy used as part of an intervention to support young people at risk of engaging in gangs or serious youth violence

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario

You are a social work degree student undertaking a placement with the Youth Offending Team in a large city area. The area concerned has significant pockets of inequality and has recently experienced an upsurge in the number of juvenile arrests as a result of gang activity and youth violence. The work of the team is particularly challenging, as budgets for youth services have recently been cut, and a number of community centres and groups that provided extracurricular activities have been closed. As part of your review and reflection of this placement you are required to produce a case study report on youth crime, particularly gangs and serious youth violence, and the role of social work and community care practitioners working in this area in addressing the issues faced.

Activity

Produce a critically evaluative case study report that explores youth crime and the youth justice system; the roles, functions and responsibilities of the social and community work services working within the youth justice system; and the need for professional conduct. Your report must include examples from your own practice in contributing to the implementation of skills-based interventions with an identified child or young person to reduce his or her risk of engaging in gangs or serious violence.

Use appropriate diagrams, case studies, organisational examples and academic theory to support your findings.



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Your report should include the following:

- An overview of the Youth Justice System
- A detailed outline of the scale of youth crime, particularly gangs and serious youth violence
- The impact of gangs and serious youth violence on individuals and communities
- Relevant legislation
- The types of role and responsibilities of social and community work practitioners in the youth justice system
- The professional conduct expected of practitioners working in youth justice
- How the youth justice system addresses the health and wellbeing needs of young people involved in the system
- An evaluative application of the above to a detailed case study of an identified individual experiencing inequality, at risk of engaging in gangs or in serious youth violence, and the intervention needed to reduce this risk. Your case study should include a reflective evaluation of how your own skills, professional experience, knowledge and development can effectively provide support to the individual as part of a multidisciplinary team.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Explain the role of the youth justice system in addressing the impact of gangs and serious youth violence		LO1 and LO2 D1 Critically evaluate the role of social and community workers as part of a multiagency work force in the youth justice system.
P1 Discuss youth crime in the context of the Youth Justice system. P2 Review the scale of youth crime and the impact it has on the individual and community.	M1 Evaluate the impact of youth crime, specifically gang and youth violence on the individual, the community and the measures taken by the Youth Justice system.	
LO2 Examine the role of social and community workers in youth justice practice addressing gangs and serious youth violence		
P3 Explain the role and responsibilities of social and community workers practising in the youth justice field. P4 Examine the importance of appropriate and professional conduct for those working to support youth justice.	M2 Critically analyse how social and community workers and organisations involved in addressing gangs and youth violence work together, giving specific examples.	
LO3 Assess risk and protective factors for juvenile offending		LO3 and LO4 D2 Evaluate how own work and professional development can support multidisciplinary teams to address issues of inequality through youth and community work with a specified individual.
P5 Describe the responsibilities of youth and community workers when working in multidisciplinary teams. P6 Explain the value of a multidisciplinary approach to youth and community work.	M3 Analyse the advantages of working within a multidisciplinary team to meet the individual needs of the young person.	
LO4 Apply an appropriate strategy used as part of an intervention to support young people at risk of engaging in gangs or serious youth violence		



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<p>P7 Describe a range of key issues of inequality and their impact on social cohesion.</p> <p>P8 Analyse the impact of key issues on the development and wellbeing of an identified young person requiring the support of youth and community services.</p>	<p>M4 Evaluate the impact of challenges faced by youth and community work activity in addressing the inequalities experienced by the young person identified.</p>	
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EXAMPLE ASSESSMENT BRIEF

Unit: 36 Mental Health: Distress and Disorder

For use with the Higher National Diploma in Social and Community Work

Brief Number: 1

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	36 Mental Health: Distress and Disorder
Academic Year	
Unit Tutor	
Assignment Title	Taking a Person-Centred Approach to Recovery: The New CPA
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Produce and present two programmes of support for two different individuals presenting with two different mental health conditions.

Each programme of support will include:

- A case study of the individual
- An assessment of the needs of the individual, including an assessment of risk
- A person-centred care plan for the individual (including a crisis plan)
- How the programme of support will be reviewed.

Your programme of support will evidence the role the individual and their chosen friends, family or advocates have played in developing and taking the lead where possible in the plan.

The programmes should be submitted as word-processed documents using double spacing, either Times New Roman or Arial font, size 12. You should use appropriate subheadings and images in your programmes. The recommended word length for each programme is 1,500 to 2,000 words, but you will not be penalised for exceeding this length.

Your presentation should be designed using appropriate software and should be accompanied with speaker's notes in your submission. The recommended word length is 1,000 to 1,500 words, though you will not be penalised for exceeding this length.

A full reference list of all sources used must be provided and formatted in the Harvard citation style.



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Unit Learning Outcomes

LO1 Explore conditions associated with mental ill-health

LO2 Examine the current context of service provision for individuals experiencing mental ill-health or distress

LO3 Investigate professional approaches to mental ill-health and distress

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario

You work in a community-based organisation supporting individuals with mental health needs. Your organisation has recently been tasked with reviewing how the Care Programme Approach (CPA) in the NHS is conducted and training new social and community workers on how the CPA works in practice. Part of your role is to devise exemplar CPAs for use in the training module. You are required to present your approach to the CPA to your colleagues prior to using it for the training.

Activity 1

Produce programmes of support for two different individuals presenting to your local NHS Trust with mental ill-health, including risk assessment plans with justified anticipated outcomes in terms of the sustained improvement and recovery of the individuals concerned. The individuals must come from different cultural, familial and socio-economic backgrounds and must be presenting with different mental health conditions.

Activity 2

Now that you have devised the programmes, you must deliver a presentation to your colleagues to inform them about your approach and its practicality, taking into consideration the current services available in your local area. You will summarise your person-centred approach and the key features of your programmes, including a critical evaluation of the current services available in your local area to enable the CPA to be effective in meeting the needs of the individual, their social network and the local community.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Explore conditions associated with mental ill-health		D1 Justify the risk assessment plans in terms of their effectiveness in supporting the sustained improvement and recovery of individuals presenting with different mental health conditions.
<p>P1 Discuss the signs, symptoms and forms of treatment associated with different types of mental ill-health.</p> <p>P2 Explain the importance of assessing risk in enabling sustained improvement and recovery.</p>	<p>M1 Produce risk assessment plans that address the signs and symptoms of mental ill health conditions, making recommendations for enabling recovery.</p>	
LO2 Examine the current context of service provision for individuals experiencing mental ill-health or distress		L02 and L03
<p>P3 Analyse the impact of mental health legislation on the experience of an individual presenting with mental ill-health in a social or community care setting.</p> <p>P4 Reflect on the impact of stigma on the experience of an individual with a mental health disorder, their social network and the local community.</p>	<p>M2 Critically analyse the relationship between stigma and the effectiveness of services and support provided in the case study identified.</p>	
LO3 Investigate professional approaches to mental ill-health and distress		
<p>P1 Produce a case study comparison of sociological and medical models of treatment and support for individuals with mental ill-health.</p>	<p>M3 Evaluate sociological and medical models of treatment and support in terms of their impact on the individual with a diagnosed mental health disorder.</p>	



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EXAMPLE ASSESSMENT BRIEF

Unit: 37 Working with Housing and Homelessness

For use with the Higher National Diploma in Social and Community Work

Brief Number: 2

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	37 Working with Housing and Homelessness
Academic Year	
Unit Tutor	
Assignment Title	Housing Support Plan and Residents' Charter
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Activity 1 should be submitted as a case study of an individual with specific housing needs, with an attached support plan. The support plan should clearly indicate the assessed need, objectives and actions/interventions. The recommended word length for this activity is 2,000 words.

Activity 2 should be submitted as a word-processed document. The submission should use double spacing, either Times New Roman or Arial font, size 12. The recommended word length for this activity is 1,000 words.

Activity 3 will be recorded and should include submission of an electronic presentation. You should include images and diagrams to illustrate points and engage your audience in the presentation. The recommended word length for the presentation is 2,000 words.

You should use headings for each of the activities. You will not be penalised for exceeding the recommended word lengths.

A full reference list of all sources used must be provided, formatted using the Harvard citation style.



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Unit Learning Outcomes

LO3 Discuss interventions to support individuals with specific housing needs

LO4 Promote the health and wellbeing of individuals with specific housing needs

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario

You are working in a housing scheme for individuals requiring social support. As a key worker, you are responsible for writing and reviewing support plans with individuals. You should write a person-centred support plan for an individual with specific housing needs—setting appropriate objectives and identifying strategies that promote empowerment of the individual, access to community services and development and maintenance of a social network.

The manager of the scheme has also asked you to produce a residents' charter identifying the rights and responsibilities of residents in the housing scheme.

Activity 1

Produce a case study of an individual with specific housing needs with an attached person-centred support plan.

The case study should provide a detailed description of the individual and their housing need and include a rationale as to why the support plan is needed to enable the individual to access appropriate housing, relating this to an assessment of the impact of appropriate housing on the individual's physical, mental and emotional health and wellbeing.

The plan should clearly identify the assessed needs, use SMART objectives and describe a range of interventions to:

- Support the individual to access appropriate housing, including communal housing
- Empower the individual through use of advocacy
- Develop skills required for independent living
- Develop and maintain a social network
- Access community services, health, leisure, education or employment.

Activity 2

Produce a Charter of Rights and Responsibilities for residents of a housing scheme suitable for the individual in your case study, that includes engagement in a range of community services, health,



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leisure, education and/or employment.

Activity 3

You will present your case study, plan and related charter to an audience.

Your presentation should make clear and accurate links between your plan for the individual in your case study, and the charter produced for the scheme.

You will need to critically review the strategies suggested in your plan and charter to increase access to, and engagement with, community services, comparing these with principles of person-centred care. The review should include an analysis of the role of advocacy in supporting the individual and the approaches suggested to develop and maintain social networks as part of the plan.

In your presentation, you should discuss strategies that could be used to support the charter in practice, taking into account the needs of residents, including your case study.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO3 Discuss interventions to support individuals with specific housing needs		D3 Critically compare the support plan with principles of person-centred planning, making justified suggestions for improvement.
P5 Devise a support plan for an individual who has specific housing needs. P6 Discuss strategies to support people living in communal supported living.	M3 Analyse the role of advocacy in supporting individuals with specific housing needs.	
LO4 Promote the health and wellbeing of individuals with specific housing needs		D4 Critically review strategies to support individuals with specific housing needs to engage with community services.
P7 Assess the importance of appropriate housing for physical, mental and emotional health and wellbeing. P8 Discuss the barriers faced by individuals with specific housing needs in accessing community health, leisure and education services.	M4 Analyse approaches to supporting individuals with specific housing needs to develop and maintain social networks.	



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EXAMPLE ASSESSMENT BRIEF

Unit: 38 Developing Effective Helping Relationships

For use with the Higher National Diploma in Social and Community Work

Brief Number: 1

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	38 Developing Effective Helping Relationships
Academic Year	
Unit Tutor	
Assignment Title	Effective Helping Relationships
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Submission should be in the form of a plan of support. This should be submitted as a MS Word (.docx or .doc) document using double spacing, either Times New Roman or Arial font, size 12.

You should make use of headings and subheadings throughout your plan. The recommended word length is 2,500 to 3,000 words. A full reference list of all sources used must be provided, formatted using the Harvard citation style.



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Unit Learning Outcomes

LO1 Review theories underpinning a range of approaches to providing psychological support

LO2 Review the use of counselling to develop effective helping relationships with individuals

Assignment Brief and Guidance

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Scenario

A significant part of the role of the worker in social or community care work involves supporting individuals through difficulties and significant or traumatic life events. In this assignment, you will consider the range of approaches that can be used to develop effective helping relationships and the theory that underpins them. Some individuals requiring support may have specific needs related to their mental health, learning disabilities or communication difficulties and require the helper to adapt their communication accordingly.

You are currently volunteering for a befriending service that provides companionship for individuals experiencing loneliness and isolation. You are a trainee counsellor, and have been asked to provide support to an individual that has self-referred to your service. Mary Brown is a 48-year-old woman who is the sole carer for her mother who has dementia and is showing signs of significant deterioration. Mary is finding this difficult as she feels she did not have a good relationship with her mother in the past. This is further complicated as Mary's father, who Mary was very close with, passed away 3 months ago. She is also missing being at work and feels she is losing touch with her social network.

Activity

Produce a comprehensive plan of support for Mary, that includes a discussion of the different psychological and counselling approaches that can be used to support Mary, and justifies the use of a selected approach.

Your plan will review of a range of counselling approaches that may be used to develop effective helping relationships with individuals, and include an analysis of the theory that underpins the approaches discussed.

The plan will justify taking a specific approach to support Mary through a critical comparison of two different counselling approaches, evaluating the potential benefits and limitations of each approach as relevant to Mary.

Your plan will include an assessment of the impact of a range of individual specific needs related to Mary, that may impact the development of an effective helping relationship with her, evaluating how you will adapt your communication to support Mary.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Review a range of theories underpinning a range of approaches to providing psychological support		D1 Critically evaluate the benefits and limitations of the approaches for the specified individual.
P1 Analyse theory underpinning psychological approaches to supporting individuals. P2 Review counselling approaches used to develop effective helping relationships.	M1 Critically compare two approaches that could be used to support a specific individual.	
LO2 Review the use of counselling to develop effective helping relationships with individuals		D2 Critically review the evidence base for the use of counselling for individuals with a specific need.
P3 Assess the impact of specific needs of individuals on developing effective helping relationships. P4 Review the use of counselling approaches to support individuals through significant life events.	M2 Evaluate how the counsellor can adapt communication to take account of the specific needs of individuals.	



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EXAMPLE ASSESSMENT BRIEF

Unit: 39 Supervising and Managing Others in Social and Community Care

For use with the Higher National Diploma in Social and Community Work

Brief Number: 1

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	39 Supervising and Managing Others in Social and Community Care
Academic Year	
Unit Tutor	
Assignment Title	Supervision and Management in Practice
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Presentation format will vary across Learning Outcomes.

The first activity should take the form of a formal report that discusses key concepts underpinning the supervision and management of others in social and community care-related settings together with the primary functions expected to be carried out by you in your daily practice.

Submission for the second activity is in the form of a portfolio of evidence that demonstrates skills and competencies necessary to carry out primary functions of supervision and management. You should develop a portfolio that includes evidence from daily practice demonstrating how you supervise and/or manage others covering all relevant work roles and supervision of individuals and teams.

Submission for the third activity will be included within the portfolio and should be a reflection of your learning and skills developed throughout the lifetime of the unit. The reflections should include SMART or other similar methods to demonstrate how you will develop your professional role.

Your work should be referenced using the Harvard citation style. Please also provide a reference list/bibliography using the Harvard citation style. The recommended word limit for each task is 1,500 to 2,000 words, although you will not be penalised for exceeding the total word count.



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Unit Learning Outcomes

LO1 Discuss key concepts underpinning the supervision and management of others in social and community care-related settings

LO2 Examine practice requirements for those who supervise and manage others in social and community care environments

LO3 Explore supervision and management strategies in group and individual situations

LO4 Review own role in influencing development and change through the supervision and management of others

Assignment Brief and Guidance

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Scenario

You are a senior supervisor in a social care setting. At a recent meeting with your manager you, have been asked to take on a further managerial role of supervising and managing a wider team in your workplace. Your manager has been impressed with your work thus far in supervising the colleagues you have worked with and has asked you to translate this into your new management role. She is looking to roll out a 'good practice' guide for new management trainees and would like you to produce a report on how the organisation can adopt good management and supervision practices.

Activity 1

Produce a report on how to effectively manage and supervise others in a specific social or community care service. Research the primary functions requisite to effectively supervise and manage others in your setting, critically evaluating how different theoretical approaches are currently used in the supervision and management of others, including how theory can inform improved practices in your setting.

Scenario

With your report completed, your manager wants you to examine the practice requirements within the setting in order for you to carry out your new job role effectively. She has asked that you develop a portfolio that highlights your key responsibilities and activities, including the handling and storage of personal and sensitive data with regards to supervision and management.



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Activity 2

Develop a portfolio of evidence that demonstrates how you effectively supervise and manage individuals and teams. Your portfolio should include the general and specific tasks you undertake including team and one-on-one meetings and appraisals, managing and delegating tasks and workloads, supervising and support staff and managing personal data. You should reflect on the tensions between adopting a person-centred approach whilst ensuring the organisation's document management processes are adhered to.

Scenario

In supervising and managing others, you have identified a number of areas where you feel you have developed well and others where you feel you would benefit from further support and training.

Activity 3

Provide a final section in your portfolio that demonstrates how you have reviewed your own role in supervising and managing others and how it impacts your own personal and professional development. Your reflections should include an action plan demonstrating evidence of development needed using SMART or other similar methods.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Discuss key concepts underpinning the supervision and management of others in social and community care-related settings		D1 Critically evaluate the application of different theoretical approaches in effectively supervising and managing others in a specific social or community care service.
<p>P1 Explain the primary functions of supervisory management in social and community work practice.</p> <p>P2 Discuss different theoretical approaches that can be used to effectively supervise and manage others in social and community care settings.</p>	<p>M1 Justify the application of specific theoretical approaches in carrying out different functions in supervising and managing others in social and community care.</p>	
LO2 Examine practice requirements for those who supervise and manage others in social and community care environments		LO2 and LO3 D2 Critically evaluate the tensions between providing person-centred approaches to supervision and management and own setting's document management processes.
<p>P3 Discuss primary functions and general activities necessary to effectively supervise and manage others.</p> <p>P4 Explain how a supervisor or manager in a social or community care setting can establish effective relationships with individuals in their staff team.</p>	<p>M2 Evaluate the impact of own relationship with a supervisee on the primary functions and activities of a supervisor or manager working in social or community care settings.</p>	
LO3 Explore supervision and management strategies in group and individual situations		
<p>P5 Exercise appropriate judgement when supervising and managing others in group and individual situations.</p>	<p>M1 Critically review the document management processes in own setting in terms of their effectiveness in</p>	



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<p>P6 Analyse the role of processes in place for recording and storing supervision documentation in own setting.</p>	<p>supporting the supervision and management of others in group and individual situations.</p>	
<p>LO4 Review own role in influencing development and change through the supervision and management of others</p>		<p>D3 Critically reflect on own performance in supervising and managing others to dynamically influence high-quality practice through original thought and creativity.</p>
<p>P7 Reflect on how own skills and behaviours evidence professional competences and behaviours required to effectively supervise and manage others. P8 Review how reflecting on own supervision and management of others can support own personal and professional development.</p>	<p>M4 Evaluate the impact of own personal and professional development on enabling an environment for original thought and creative practice in supervisees or a team.</p>	



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Higher Nationals in

Social and Community Work

EXAMPLE ASSESSMENT BRIEF

Unit: 40 Contemporary Approaches to Disability

For use with the Higher National Diploma in Social and Community Work

Brief Number: 1, 2

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	40 Contemporary Approaches to Disability
Academic Year	
Unit Tutor	
Assignment Title	Contemporary Approaches to Disability
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Submission should be in the form of an individual report. This should be submitted as a word document. You are required to use headings, titles and captions where appropriate. You are encouraged to use images, drawings and other materials to support your work. The recommended word length is 2,000 to 2,500 words.



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Unit Learning Outcomes

- LO1** Investigate aspects of social and medical models of contemporary approaches to disability
- LO2** Review how contemporary approaches to disability affect the individual

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario

As a worker providing support to individuals with disability it is important that you understand contemporary approaches to disability. Your mentor has requested that you develop a report to review the ways in which different approaches to support affect the individual. The report will be used to develop future planning for the service.

Activity 1

Within the report, you will need to evaluate the impact of the social and medical models in supporting contemporary approaches and provide critique of approaches to care within person centred planning. Within the report, accomplish the following tasks.

- Discuss and analyse contemporary approaches within an historical context.
- Include assessment of different types of approaches used to support individuals with disability and review how different strategies ensure active participation.
- Develop further critical analysis of barriers to promoting person-centred care for individuals.
- Use primary sources of information to support your points, including interviews with individuals from different cultural backgrounds and with different disabilities and practitioners working in social or community care services. At least one voluntary agency should be included in your research.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Explore aspects of social and medical models of contemporary approaches to disability		D1 Evaluate the impact of both social and medical models in supporting contemporary approaches to disability.
<p>P1 Review the medical and social models of disability and their impact on contemporary viewpoints of disability.</p> <p>P2 Discuss historical perspectives of the provision of support for individuals with disability.</p>	<p>M1 Analyse contemporary approaches to supporting individuals with disabilities in relation to their historical context.</p>	
LO2 Review how contemporary approaches to disability affect the individual		D2 Critically evaluate the effectiveness of contemporary approaches to supporting the individual at the centre of care planning.
<p>P3 Assess the types of approaches that are used in supporting individuals with disabilities.</p> <p>P4 Review the strategies that ensure active participation of the individual in developing approaches to disability.</p>	<p>M2 Critically analyse the barriers to promoting person-centred approaches in supporting individuals with disability.</p>	



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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	40 Contemporary Approaches to Disability
Academic Year	
Unit Tutor	
Assignment Title	Practice Portfolio Report on Supporting Individuals with Disability
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

You will develop this assignment as a portfolio of evidence to include a description of the service you work within. A journal of your own involvement, reflective accounts, observation reports and copies of meeting minutes and witness testimony.

The file should show evidence of engagement in planning and reviews, provision of person-centred support to different individuals, attending wider participation meetings, liaison with partner agencies and evidence of service user feedback and participation.

Develop a summative report to address overall evaluation of the process. This work needs to be referenced and anonymised to maintain confidentiality.



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Unit Learning Outcomes

LO3 Explore own role in supporting individuals with disabilities

LO4 Consider the partnerships that support contemporary approaches to disability

Assignment Brief and Guidance

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Scenario

Within your placement experience/work role you will be involved in supporting individuals with disability as a part of their agreed care planning within the organisation. You will evidence your involvement through a reflective journal and witness testimony evidence.

Activity 2

Produce a portfolio of evidence of your work in providing support to individuals with disabilities, as part of a team.

Develop reflective summaries on a regular basis to critically reflect upon own role and contributions in supporting different individuals with disabilities as a part of a wider team approach. Within the reflective work, discuss the challenges to promoting effective support and care for the individuals you work with, and provide an analysis of the barriers to partnership-working in promoting contemporary approaches to disability.

Explain the requirements of your own role and discuss ways in which your own personal work ethic contributes to the empowerment of individuals with disability.

Your portfolio should also assess the benefits of effective partnership working, and review the roles of other professionals who support individuals with disability.

Your portfolio should include additional supporting evidence of your work such as observation records, witness testimony, redacted planning and review documents and minutes of meetings.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO3 Explore own role in supporting individuals with disabilities		D3 Critically reflect upon own role as a part of the wider contributing partnerships that support contemporary approaches to disability.
P5 Explain how own the requirements of own role within a care setting provides support to individuals with disability.	M3 Discuss the challenges to promoting effective support and care for individuals with disabilities within a care setting.	
P6 Discuss the ways in which own personal work ethic in a care environment enables the empowerment of individuals with disability.		
LO4 Consider the partnerships that support contemporary approaches to disability		
P7 Review the roles of professionals who support individuals with disability within own workplace setting.	M4 Analyse the barriers to successful partnership working in the promotion of contemporary approaches to disability.	
P8 Assess the benefits of effective partnership working in supporting individuals with disability.		



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Higher Nationals in

Social and Community Work

EXAMPLE ASSESSMENT BRIEF

Unit: 41 Family Support and Intervention: Fostering and Adoption

For use with the Higher National Diploma in Social and Community Work

Brief Number: 1

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	41 Family Support and Intervention: Fostering and Adoption
Academic Year	
Unit Tutor	
Assignment Title	Supporting Children, Young People and Families through the Process of Fostering and Adoption
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Presentation format will vary across Learning Outcomes.

The first task is a presentation in PowerPoint or using another suitable presentation method. The presentation will critically evaluate fostering and adoption processes in your own area and include an analysis of the challenges involved in balancing meeting regulatory and legislative requirements with meeting individual needs.

For a PowerPoint presentation, slides and speaker notes should be submitted as one copy. You will need to make effective use of PowerPoint headings, bullet points and subsections as appropriate.

The second task should take the form of small-scale case study report that discusses ethics in professional practice in fostering and adoption processes, considering the roles of different professionals and the challenges they may face.

Your work should be referenced using the Harvard citation style. Please also provide a reference list/bibliography using the Harvard citation style. The recommended word limit for each task is 2,000 to 2,500 words, including speaker notes (for PowerPoint), although you will not be penalised for exceeding the total word count



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Unit Learning Outcomes

LO1 Describe the policy context underpinning fostering and adoption

LO2 Examine fostering and adoption processes in own home nation

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario

You work in a care home for children and have recently attended your annual appraisal with your manager, where you discussed your professional development and next steps in your career pathway. Although you have explored a number of options, your manager recommends that with your skills you would do well working with children and young people (CYP) in fostering and adoption organisations. Your manager suggests that you should gain an insight into this topic by researching the fostering and adoption processes in your area and how these are underpinned by the national policy context. You have arranged to meet with him again to discuss what you have found to consider this option further.

Activity 1

Prepare a presentation for your manager that critically evaluates how regulatory and legislative frameworks have supported the fostering and adoption processes in your area and evaluates their effectiveness in protecting children, young people and their families. Your presentation will examine factors that influence why children and young people may need to go into care and how different inquiries have led to different legislation regarding safeguarding and governing fostering and adoption services. It should consider the tensions inherent for professionals in meeting children, young people and their families' preferred outcomes and meeting legislative and regulatory requirements, including ethical considerations. Your presentation should provide evidence of primary research, including information gathered from individuals working in, and involved with, fostering and adoption in your local area.

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Unit Learning Outcomes

LO3 Discuss the roles and ethical practice of professionals in fostering and adoption

LO4 Reflect on the challenges involved in supporting families, children and young people in fostering and adoption

Assignment Brief and Guidance

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Scenario

You were very interested in information you found on fostering and adoption and want to explore further the professional roles and the types of challenges professionals face to see whether there is a job role in fostering and/or adoption that you would like to pursue.

Activity 2

Produce a case study report on the process of fostering and adoption, as experienced in the real-world case study of one individual, family, agency or professional. The case study report will critically reflect on challenges faced during the process of fostering and adoption and their impact on the effectiveness of different professionals and services to meet the individual needs of children or young people and their families.

Your research should consider the effectiveness of current models and processes in meeting current needs and regulatory requirements and the inherent complexities. You should also review the ability of the professional in performing work roles effectively and providing ongoing support to children, young people and their families. You should reflect on the challenges associated with errors, in process, practice and decision making and forms of appeal available. You will consider the consequences on children, young people and their families involved in the fostering or adoption process. Your reflection will consider the duty of care of the professional and the role of professional values, ethical principles, knowledge and skills in confronting inequality, and social, political and economic injustices that may be faced by individuals involved in fostering and adoption.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Describe the policy context underpinning fostering and adoption		LO1 and LO2 D1 Critically evaluate how regulatory and legislative frameworks have helped professionals and agencies in supporting and protecting families, children and young people from harm in fostering and adoption.
P1 Explain the circumstances in which CYP may be taken into care. P2 Discuss the historical context that influenced statutory frameworks relating to fostering and adoption.	M1 Critically analyse how legislative frameworks have evolved in governing the practice of supporting children and young people requiring fostering or adoption.	
LO2 Examine fostering and adoption processes in own home nation		
P3 Explain the roles of different professionals and agencies involved in the fostering and adoption processes for children and young people. P4 Explain how children, young people and families are safeguarded through fostering and adoption processes.	M2 Critically discuss the tensions between meeting statutory obligations in fostering and adoption and enabling a positive experience of fostering or adoption for the child or young person.	
LO3 Discuss the roles and ethical practice of professionals in fostering and adoption		LO3 and LO4 D2 Critically reflect on the impact of challenges faced in fostering and adoption on the effectiveness of different professionals and agencies in meeting the needs of children
P5 Discuss how different professionals ensure children and young people's welfare is paramount when carrying out their roles and responsibilities.	M3 Critically discuss how fostering and adoption processes enable different professionals and agencies to ensure the rights of the child are safeguarded throughout.	



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<p>P6 Compare and contrast how priorities of different agencies impact the ethical practice of professionals working in fostering and adoption services.</p>		<p>and young people and families in a real case scenario.</p>
<p>LO4 Reflect on the challenges involved in supporting families and children and young people in fostering and adoption</p>		
<p>P7 Discuss the impact of challenges faced in fostering and adoption on children, young people and families.</p> <p>P8 Discuss the critical role of the professional in addressing challenges faced in fostering and adoption.</p>	<p>M4 Review how effectively challenges faced in a real case study scenario in fostering and adoption were resolved.</p>	



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Higher Nationals in

Social and Community Work

EXAMPLE ASSESSMENT BRIEF

Unit: 42 Social Work in Educational Environments

For use with the Higher National Diploma in Social and Community Work

Brief Number: 1

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	42 Social Work in Educational Environments
Academic Year	
Unit Tutor	
Assignment Title	Role of the Social Worker and Methods of Support
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

This task will take the form of a written report that describes the role of the social worker in educational environments. It should go on to explore methods of supporting children, young people and their families/carers in educational environments.

The report should be submitted as a MS Word document. The recommended word limit for the report is 2,000 to 2,500 words, although you will not be penalised for exceeding the total word count.

Your work should be referenced in text using the Harvard citation style. Please also provide a reference list/bibliography using the Harvard citation style.



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Unit Learning Outcomes

LO1 Explain the role of the social worker in educational environments

LO2 Explore methods of supporting children, young people and their families or carers in educational environments

Assignment Brief and Guidance

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Scenario

You have been asked by the local authority to compile a report that assesses the role of the social worker and key issues, such as keeping children and young people safe, by identifying risk, early intervention, truancy and retention and achievement. The report will explore strategies to support families to get benefits/assistance with school meals, transport or clothing and minimise risk.

Activity

Produce a report that critically reviews partnership approaches to addressing at least three different challenges faced in engaging children and young people in educational environments, in the context of current policy and legislative frameworks.

The review of partnership approaches should include an explanation of the role of the social worker in providing support in educational environments, and explore methods of supporting children, young people and their families or carers in these environments. The methods should include engagement with a range of professionals. Case study examples of children or young people with complex needs and the strategies used to actively engage them and improve their outcomes should be included to illustrate your points.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Describe the role of the social worker in educational environments		LO1 and LO2 D1 Critically review partnership strategies to overcome different challenges in engaging children and young people in educational environments.
P1 Review the roles and statutory responsibilities of a social worker in educational environments.	M1 Analyse how social work can be supportive while carrying out statutory responsibilities.	
P2 Describe the key legislative and policy framework in respect of children and young people's education.		
LO2 Explore methods of supporting children, young people and their families or carers in educational environments		
P3 Explain different needs children or young people have that may require additional support.	M2 Evaluate strategies for involving the family/carers of children and young people with complex needs to improve outcomes.	
P4 Discuss methods of supporting children and young people with the needs identified in P3.		



Pearson

Higher Nationals in

Social and Community Work

EXAMPLE ASSESSMENT BRIEF

Unit: 43 Managing Budgets in Care Services

For use with the Higher National Diploma in Social and Community Work

Brief Number: 1

First teaching from September 2018

Issue 1



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Higher National Certificate/Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	43 Managing Budgets in Care Services
Academic Year	
Unit Tutor	
Assignment Title	Developing Your Own Budget Plan
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Presentation format will vary across Learning Outcomes.

The first task should take the form of a formal report that discusses primary factors to consider that give rise to the need for income generation from different sources and the overarching functions of funding streams from different sources.

Submission for the second task is in the form of a presentation that should demonstrate how you have prepared a budget for an area of need in community or social care practice that demonstrates the strategies and impact of budget on practice and provision.

Your work should be referenced using the Harvard citation style. Please also provide a reference list/bibliography using the Harvard citation style. The recommended word limit for each task is 1,500 to 2,000 words, including speaker notes (for PowerPoint), although you will not be penalised for exceeding the total word count.



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Unit Learning Outcomes

LO1 Explore the context of funding of social and community care services

LO2 Examine the systems involved in the management of financial resources in social or community care

Assignment Brief and Guidance

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Scenario

You have recently heard that you will be promoted to a new role, part of which requires you to manage the identification and need for income for specific areas. You want to become familiar with the practice and with your manager's approval. You are to research the sources and functions of income and financial planning.

Activity 1

Develop a report that discusses the factors that give rise to the need for income, analysing the tensions that exist together with the function and purpose of funding streams that inform the way that budgets can be planned. Your report should include a critical evaluation of the factors and tensions existing around income and funding streams in meeting specific needs and delivering efficient and effective services. You should identify funding streams and the areas they are used in demonstrating the sufficiency of impact on meeting individual needs. Finally, your report should provide an overview of the content of budget planning and forecasting.

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Unit Learning Outcomes

LO3 Prepare a budget for an area of need in community or social care practice

LO4 Conduct a review of budget planning and strategies used in developing budgets

Assignment Brief and Guidance

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Scenario

You have found this exercise useful, and your manager agrees that to further your development, you should identify a need within the organisation and develop an income-generation proposal that incorporates a budget plan and a review of strategies in a chosen area. She would like you to develop a presentation that could be put forward to the organisation's stakeholders.

Activity 2

Prepare a presentation to an audience of stakeholders that presents your income-generation proposal and budget plan. Your presentation should include: an outline of the plan, its purpose and potential impact, sources of funding and rationale for the choice, consideration of resources needed, risk analysis, realistic targets and timelines and contingency arrangements. Your presentation should conclude with a reflection of your plan and how it can be reviewed and its potential impact on own practice and provision.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Explore the context of funding of social and community care services		LO1 and LO2
<p>P1 Explain the factors that give rise to the need for income generation from government and other sources.</p> <p>P2 Explain tensions existing around income and funding in meeting community and social care needs.</p>	<p>M1 Review the effectiveness of different forms of funding in meeting community and social care needs in own locale.</p>	
LO2 Examine the systems involved in the management of financial resources in social or community care		
<p>P3 Explain the functions of financial planning and forecasting at an organisational level in social and community care.</p> <p>P4 Discuss how budgets are used to enable the efficient management of resources in social and community care.</p>	<p>M2 Evaluate the role of accountability in budget management for enabling effective financial planning and forecasting.</p>	
LO3 Prepare a budget for an area of need in community or social care practice		LO3 and LO4
<p>P5 Create an income generation proposal to meet an identified service user need in a social or community care organisation.</p> <p>P6 Produce a small-scale budget that maximises the</p>	<p>M3 Justify own income generation proposal in relation to the value for money provided through own budget to meet service user need.</p>	



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resources available to improve an area of provision and meet the identified need.		
LO4 Conduct a review of budget planning and strategies used in developing budgets		
P5 Present own budget and strategies for review to different stakeholders in a community and social care service. P6 Discuss the value of budget planning and review to service provision and in addressing service user need.	M3 Evaluate how and why budgets should be developed, presented and reviewed to support financial planning and decision-making in social and community care.	



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Higher Nationals in

Social and Community Work

EXAMPLE ASSESSMENT BRIEF

Unit: 44 International Social Work and Community Development

For use with the Higher National Diploma in Social and Community Work

Brief Number: 1

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	44 International Social Work and Community Development
Academic Year	
Unit Tutor	
Assignment Title	History and Context of International Social Work
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

The activity should take the form of a presentation and supporting evidence that examines the history, organisation and legislative context of international social work and explores the societal and ethical context of international considerations in social work practice.

The report should be submitted as a MS PowerPoint document. You can include details in the speaker notes section of PowerPoint or include as a MS Word document. You are encouraged to use images, diagrams and other relevant materials to support your work. The recommended word limit, including speaker notes is 2,000 to 2,500 words, although you will not be penalised for exceeding the total word count.

Your work should be referenced in-text using the Harvard citation style. Please also provide a reference list/bibliography using the Harvard citation style.



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Unit Learning Outcomes

LO1 Examine the history, organisation and legislative context of international social work

LO2 Explore the societal and ethical context of international considerations in social work practice

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario

You are a student social worker who is undertaking a placement in a voluntary organisation that provides support to individuals with an identified need across different countries. As part of your placement, you have been asked to report on a recent international development in social work and the impact this could have on the project you are providing support for, in relation to the wider remit of social workers in your country.

Activity

Produce and deliver a presentation that critically evaluates a recent development in international social work, and its implications for social work policy and practice in your own national region, with specific reference to providing support to voluntary organisations. Your presentation should detail the history, organisation and legislative context of international social work and the societal and ethical context of international considerations in social work practice.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Examine the history, organisation and legislative context of international social work		D1 Critically evaluate a recent development in international social work in terms of its potential impact on policy and practice in own national region.
P1 Discuss the function and features of international social work practice in their historical context. P2 Analyse the influences of legislative frameworks on the organisation of international social work practice.	M1 Evaluate the impact of historical antecedents on the development of legislation and international social work organisations.	
LO2 Explore the societal and ethical context of international social work practice		
P3 Explain the challenges facing contemporary international social work practice. P4 Discuss ethical frameworks for international social work practice.	M2 Reflect on how ethical frameworks can address challenges facing contemporary international social work practice.	



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EXAMPLE ASSESSMENT BRIEF

Unit: 45 Community Outreach and Support Work

For use with the Higher National Diploma in Social and Community Work

Brief Number: 1

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Development

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	45 Community Outreach and Support Work
Academic Year	
Unit Tutor	
Assignment Title	Investigating Community Outreach and Support Services
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Submission is in the form of an individual written investigative report. This should be written in a concise, formal academic style using 1.5 spacing and font size 12. You are required to make use of headings, paragraphs and subsections, as appropriate, and all work must be supported with research and referenced using the Harvard citation style.

Use appropriate case studies, diagrams, organisational examples and academic theory to support your findings. Please also provide a bibliography using the Harvard citation style.

The recommended word limit is 1,500 to 2,000 words, although you will not be penalised for exceeding the total word limit.



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Unit Learning Outcomes

LO1 Explore the scope of community outreach and support work

LO2 Examine the need for and benefits of outreach services

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario

You are a social work student undertaking a work placement with a drug support organisation that is considering starting an outreach support service. You have been asked to research and produce an investigative report on the nature, scope and associated benefits of community outreach and support work and to provide an evaluation of the effectiveness of outreach services in supporting individuals in communities that are considered disadvantaged, underrepresented and hard to reach.

Activity

Produce a written investigative report that explores the types of community outreach and support services, the role and responsibilities of example organisations and the need and benefits of such services.

Use appropriate diagrams, case studies, organisational examples and academic theories to support your findings. Your research should include information from primary and secondary sources of evidence, including service users and outreach and support service practitioners.

Your report should include:

- An overview of the types of community support and outreach service offered by a range of organisations
- A detailed analysis of services provided by at least one local statutory and non-statutory organisation
- The benefits and challenges of providing community support through an outreach service
- An investigation into the need for providing and using outreach services to support different communities in the local area, through a critical evaluation of their impact in supporting disadvantaged, underrepresented and hard-to-reach communities.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Explore the scope of community outreach and support work		LO1 and LO2 D1 Critically evaluate the impact outreach services in supporting disadvantaged, underrepresented and hard-to-reach communities.
P1 Examine the types of community support and outreach service that is offered by a range of organisations. P2 Discuss the roles and responsibilities of a range of organisations providing outreach services.	M1 Critically analyse the community support and outreach service provided by a statutory and non-statutory organisation.	
LO2 Examine the need for and benefits of outreach services		
P3 Investigate the need for community support and outreach services in disadvantaged communities. P4 Discuss the benefits and challenges of providing community support through an outreach service.	M2 Justify the use of outreach services in providing support to different communities.	



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EXAMPLE ASSESSMENT BRIEF

Unit: 46 Global Contexts of Community Development

For use with the Higher National Diploma in Social and Community Work

Brief Number: 1

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	46 Global Contexts of Community Development
Academic Year	
Unit Tutor	
Assignment Title	Investigating International Community Development
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

This assignment will take the form of an investigative report into a specific organisation that works to promote and support community development and to raise awareness of the needs of different communities across the globe. The report will explore international perspectives, approaches, principles and values of community development. It will review if and how different approaches to community development in the global north and global south impact the organisation's effectiveness.

Your work should be referenced using the Harvard citation style. Please also provide a reference list/bibliography using the Harvard citation style. The recommended word limit for each task is 2,000 to 2,500 words, although you will not be penalised for exceeding the total word count.



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Unit Learning Outcomes

LO1 Explore the international context of community development

LO2 Explore the differences in the development of communities in the 'global north' and the 'global south'

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario

You have recently been employed by a local community-based organisation (CBO) as a community development worker. Your CBO is looking to develop partnerships with community development organisations operating in Africa, Asia and Europe. Your manager is interested in the work of a specific organisation that has one of its regional offices in your local area. The organisation is a well-known international organisation, with offices in all three regions your organisation is interested in.

You have been tasked with researching this organisation and making a recommendation as to whether or not your CBO should seek a partnership arrangement with them. Your manager is particularly interested in the ethics of the organisation and its social responsibility footprint. He has asked that you produce an investigative report that can be provided to members of the management team to make their decision.

Activity

Prepare an investigative report that can be presented to the management team that critically evaluates the impact of international perspectives and global welfare models on the ability of the organisation to effect positive change in different communities in the global north and global south, including communities in your global region. Your report should consider how community development principles and values are reflected in the work of the organisation.

Your report should take a long-term outlook, incorporating structural and societal transformation and theoretical approaches to community development.

Your report should go on to illustrate differences in the global north and south in terms of social, economic and environmental development, trade and communications and the challenges faced in tackling poverty and inequalities. It should review the work of the organisation in countries with different levels of poverty and with different issues of inequality, and it should evaluate the effectiveness of the organisation, taking into account the rate of development of the countries identified.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Explore the international context of community development		LO1 and LO2 D1 Critically evaluate the impact of international perspectives and global welfare models on the ability of a specific organisation to effect positive change in different communities in the global north and south.
P1 Discuss how different perspectives on and theoretical approaches to community development are reflected in a specific organisation's promotion and support of international community development.	M1 Review the effectiveness of the chosen organisation in promoting and supporting community development on an international scale.	
LO2 Explore the differences in the development of communities in the 'global north' and the 'global south'		
P2 Discuss how key indicators of growth and development can support defining and tackling poverty and inequalities in the global north and south. P3 Discuss the impact of globalisation on different countries in the global north and global south.	M2 Critically analyse why different countries develop at different rates in relation to their ability to tackle poverty and reduce inequalities.	



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EXAMPLE ASSESSMENT BRIEF

Unit: 47 Sustainability Planning in Social and Community Care

For use with the Higher National Diploma in Social and Community Work

Brief Number: 1

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	47 Sustainability Planning in Social and Community Care
Academic Year	
Unit Tutor	
Assignment Title	Planning for Sustainability
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Presentation format will vary for each activity.

The first activity should take the form of a formal report that discusses what is meant by sustainability, the areas that apply to social and community care practice and methods and common features used in sustainability planning.

Submission for the second task is in the form of a presentation that champions a sustainability plan developed by you in an area of social or community care practice; the presentation will discuss the impact and steps needed to realise the sustainability plan.

Your work should be referenced using the Harvard citation style. Please also provide a reference list/bibliography using the Harvard citation style. The recommended word limit for each task is 1,500 to 2,000 words, including speaker notes (for PowerPoint), although you will not be penalised for exceeding the total word count.



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Unit Learning Outcomes

LO1 Explore the context of sustainability within social and community care

LO2 Discuss sustainability planning in relation to local community or social care services

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario

'Sustainability' is something that you have heard talked about a lot in the media recently. But what does it mean, and how can it relate to your own work? You have discussed the concept with your line manager, who has suggested it would be good to develop a deeper understanding of sustainability and whether it could be used to develop practice in your own organisation.

Activity

Research the concept of sustainability, and produce an in-depth review of the use of sustainability planning in local social and community care practice. Your report should include an overarching definition of sustainability, illustrating examples in practice. You should also discuss the advantages and disadvantages of different methods and features that form a typical sustainability plan, including consideration of the impact on service users.

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Unit Learning Outcomes

- LO3** Develop a plan for sustainable development to improve a local community or social care service
LO4 Champion own sustainability plan to others

Assignment Brief and Guidance

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Scenario

You have really enjoyed this research exercise, and it has given you strong evidence to suggest developing plans for sustainable development can help improve your local community and social care services. You want to demonstrate this approach to your managers, so you decide to develop an initiative that relates to your own practice.

Activity

Present a plan for sustainable development to improve the services your organisation offers, and present it to an audience.

Your plan will demonstrate the rationale and steps you will take for a sustainability initiative.

Your presentation should identify the specific needs and focus for the plan, e.g., key issues and specific needs, use of appropriate models and methods, resources and key individuals' involvement.

Your presentation should also show the steps necessary to implement the sustainability plan, e.g., human and physical resources, measures and monitoring.

Your presentation should be persuasive and demonstrate to your audience how your plan will improve the service being offered in the community.

The presentation will be followed by a Q&A in which you will critically evaluate the effectiveness of your presentation and how delivering your presentation in other contexts could support future efforts to provide sustainable service in your local area.

This presentation can be in the form of a PowerPoint or other appropriate method with notes pages.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Explore the context of sustainability within social and community care		LO1 and LO2 D1 Produce an in-depth review of the use of sustainability planning in social and community care in own locale and potential impact on service users.
P1 Explain the overarching context of sustainability. P2 Discuss areas of sustainability that apply in social and community care practice.	M1 Critically analyse the different interpretations of sustainability in social and community care practice.	
LO2 Discuss sustainability planning in relation to local community or social care services		
P3 Discuss methods used for sustainability planning P4 Explain common features and contents of a typical sustainability plan.	M2 Evaluate methods used to develop sustainability plans in local community or social care services.	
LO3 Develop a plan for sustainable development to improve a local community or social care service		LO3 and LO4 D2 Critically evaluate how championing plans can support future sustainability in a local community or social care service.
P5 Analyse specific needs and focus for a sustainability plan for a local community or social care service. P6 Produce a brief and focussed sustainability plan for a local community or social care service.	M3 Review the process of planning for sustainability in a local community or social care service.	
LO4 Champion own sustainability plan to others		
P7 Explain sustainability plan to others. P8 Discuss own contribution and next steps towards realising sustainability plan.	M4 Analyse potential impact and next steps of own sustainability plan in community and social care.	



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EXAMPLE ASSESSMENT BRIEF

Unit: 48 Transformation and Change Management in Social Care

For use with the Higher National Diploma in Social and Community Work

Brief Number: 1

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	48 Transformation and Change Management in Social Care
Academic Year	
Unit Tutor	
Assignment Title	Making a Difference: Influencing Transformation or Change in Social Care
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

Presentation format will vary for each Learning Outcome.

The first task should take the form of a formal report that discusses recent changes that can impact social care practice and the factors that have driven these changes and a discussion of the key components of transformation and change management planning.

Submission for the second task is in the form of a PowerPoint presentation with notes. The PowerPoint presentation should be based on presentations given to a range of individuals in the classroom or your own organisation.

Your work should be referenced using the Harvard citation style. Please also provide a reference list/bibliography using the Harvard citation style. The recommended word limit for each task is 1,500 to 2,000 words, including speaker notes (for PowerPoint), although you will not be penalised for exceeding the total word count.



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Unit Learning Outcomes

LO1 Consider the factors that have driven recent changes in social or community care

LO2 Discuss components of transformation and change management within social or community care provision

Assignment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

Scenario

You are working in the management capacity of your organisation, and you have identified that some recent changes in social care work may require some form of transformation or change within your setting. You want to develop an initiative, but first you need to discuss this with your manager. Your manager is keen for you to put forward justification for a change or transformation and has asked you to develop a report for her to discuss with other senior colleagues.

Activity 1

Prepare a report that should detail recent changes and the impact on the organisation. The report should include a critical evaluation of the factors that have driven these recent changes, with examples of other changes and factors that have driven the need for change. Theories of transformation and change should be discussed with analysis of the benefits of such models in practice when planning transformation and change.

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Unit Learning Outcomes

LO3 Produce a change management plan relevant to own workplace setting

LO4 Assess effectiveness of the change management plan

Assignment Brief and Guidance

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Scenario

The senior team has recommended that you develop a transformation or change management plan and wants you to submit a project plan to others that champions your ideas.

Activity 2

You will present your plan in a presentation to an audience. The presentation can be in PowerPoint with notes pages that elucidate content. Presentations should include an outline for the plan demonstrating the rationale, aims and objectives. The presentation must explain how your plan takes into account resources, individual involvement, leadership and management, monitoring, budgeting, health and safety, ethics and empowering teams and individuals.

In your presentation you will be expected to be able to evaluate the effectiveness of your plan, including reflections on the reality of implementing plans that require structural or strategic change, and strategies to address challenges. You should also discuss the potential impact of your plan in ensuring the experience of transformation and change is positive for all concerned including those tasks with implementing the plan and championing the change, and implications for future sustainability, efficiency and innovation.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Consider the factors that have driven recent changes in social or community care		D1 Critically evaluate how factors driving changes in social care provision can influence transformation and change management within social care provision.
P1 Discuss recent changes that impact practice in the social or community care sector. P2 Present a report on the factors that have driven these recent changes.	M1 Assess the impact of these factors on care for individuals accessing social or community care provision.	
LO2 Discuss components of transformation and change management within social or community care provision		
P3 Illustrate components and theories of transformation and change management within a social or community care context. P4 Discuss the key motivators for transformation and change management.	M2 Critically analyse key components and motivators for transformation and change management in social or community care.	
LO3 Produce a change management plan relevant to own workplace setting		D3 Evaluate effectiveness of plan in championing transformation and change management in social care practice and provision.
P5 Propose a rationale, aims and objectives for making structural or strategic changes in own workplace setting. P6 Produce own detailed plan for managing the proposed changes in own workplace setting.	M3 Assess emerging themes, areas for development and communication strategies used in the change management plan.	



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LO4 Assess the effectiveness of the change management plan		
P7 Evaluate the impact of change management planning on individuals responsible for implementing and championing the change.	M4 Review the potential impact of the change management plan on the efficiency and quality of service provision in own workplace setting.	



Pearson

Higher Nationals in

Social and Community Work

EXAMPLE ASSESSMENT BRIEF

Unit: 49 Working with Individuals who have Experienced Trauma

For use with the Higher National Diploma in Social and Community Work

Brief Number: 1

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	49 Working with Individuals Who Have Experienced Trauma
Academic Year	
Unit Tutor	
Assignment Title	Impact of Trauma
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

The task should take the form of an investigation and written report that describe how traumatic events impact on working with individuals and groups.

The report should be submitted as a MS Word document. You can include relevant statistics and data that may support your investigation and report. The recommended word limit for the report is 2,500 to 2,500 words, although you will not be penalised for exceeding the total word count.

Your work should be referenced in text using the Harvard citation style. Please also provide a reference list/bibliography using the Harvard citation style.



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Unit Learning Outcomes

LO1 Identify the potential emotional, physical, cognitive, behavioural and developmental reactions to trauma

LO2 Investigate how the effects of traumatic events influence strategies in working with affected individuals

Assignment Brief and Guidance

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Scenario

There is a need to understand how trauma can affect presentation, engagement and the outcome of interventions. Trauma—including one-time, multiple, or long-lasting repetitive events—affects everyone differently, and developing an understanding of these factors supports an informed approach to effective practice.

Activity

You have been asked to carry out an investigation and complete a critically evaluative report on the potential emotional, physical, cognitive, behavioural and developmental reactions to trauma and how they may impact working with individuals and groups.

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Identify the potential emotional, physical, cognitive, behavioural and developmental reactions to trauma		D1 Critically evaluate the impact of trauma on the development of health-harming behaviours and strategies to address these behaviours.
P1 Assess the range of reactions an individual who has suffered a trauma may experience.	M1 Evaluate the potential effects of trauma on different individuals' mental health at different ages and stages of development.	
P2 Discuss the extent to which age and stage of development may impact reaction to trauma.		
LO2 Investigate how the effects of traumatic events influence strategies in working with affected individuals		
P3 Analyse the challenges in working with an individual who has undergone trauma.	M2 Evaluate the role of resilience when supporting an individual who is displaying health-harming behaviour following trauma.	
P4 Explain strategies to address health-harming behaviour in individuals who have experienced trauma.		

